

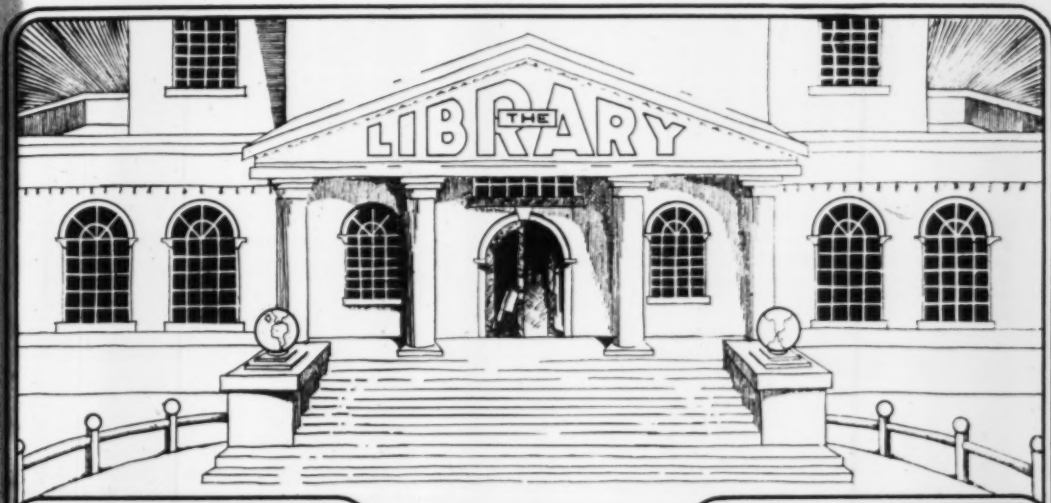
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# THE LIBRARY JOURNAL

Vol. 59

January 15, 1934

No. 2



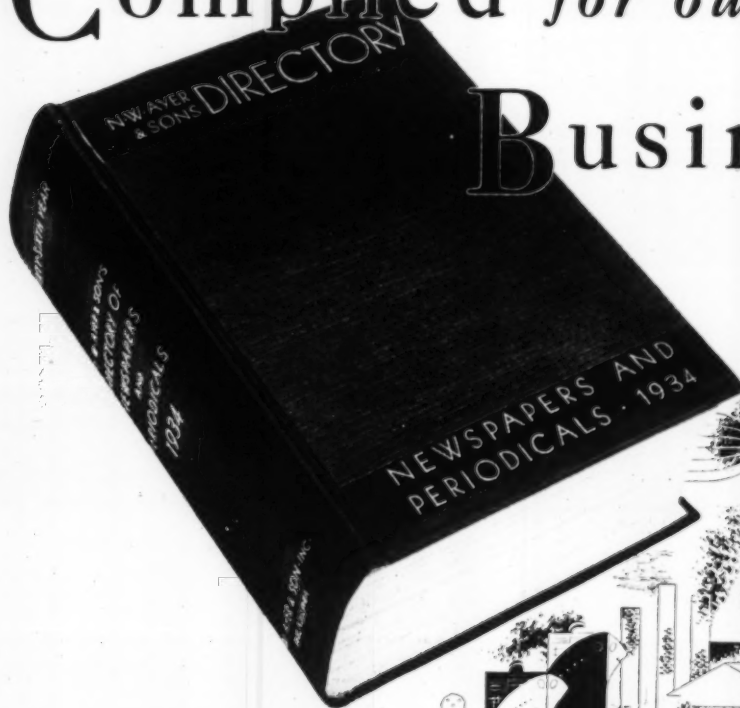
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**EFFICIENCY.** The consensus of opinion of several investigators is that public school and college students who take their courses by correspondence do better work than those who take the same courses in residence.\*

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\* Source of authority sent on request.

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# THE LIBRARY JOURNAL

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## The Library And The Correspondence School

By THOMAS L. MAYER

*Head, Department Of Technology, Buffalo, N. Y., Public Library*

**S**Ocial adjustment is an important factor in present-day life with its economic trials and tribulations. As a result of these complexities there is more changing of vocations than ever and many people are trying to earn a living who heretofore have never known such responsibility. Normally there is always a great need for occupational guidance, but the impoverished business conditions have brought to light a greater need for this counseling and it would seem that the library must shoulder its share of the burden.

The mass of library readers have not had the advantage of higher education. Millions are separated from the influence of our schools where vocational training is receiving more and more attention. This immense group is made up of young people who cannot attend resident vocational schools and older people who are past the time of active school work.

How will this group receive occupational guidance, if not through the library? The vast majority of these people will turn to the librarian for advice on this problem just as they do for counsel on many, many others. And what is of great importance, these people come voluntarily to the library with their problems, be they great or small. This puts the library in an advantageous position, for the initial step has been taken and the patron is in a receptive mood. Will the library profit from its advantage and follow it up by being prepared to offer practical suggestions to these seekers after information pertaining to training opportunities? In these problems of changing from one vocation to another, of getting out of the blind alley job or of preparing to leave the home

to enter some gainful employment, thought should be given to the value of the Correspondence School course.

The Correspondence School fills a need not supplied by any other agency for it has the broad variety of courses demanded, and its scholastic requirements are not so exacting as to exclude any one who earnestly wants to improve his education. In fact, the instruction given to correspondence students is far more individual than that received in some of the larger universities where the classes are so large as to be unwieldy and where only those near the lecturer really receive benefit.

Many libraries have extensive collections of current catalogs of the various colleges and universities of the country, but how many have similar collections of catalogs of professional, trade and correspondence schools? It has been said that only about two of every hundred of our population finish college and only one in ten finish high school. Doesn't it seem fair, then, that information should be available for the guidance of the vast group which has to depend on institutions other than the universities for its education? Shouldn't there be, easily available, complete reliable information as to training opportunities suitable for these people?

Inertia is one of the most serious faults which keep people from progressing in their work or from entering more remunerative fields. It is apparent, therefore, that some outside force is essential for the success of this immense group we are contemplating, and that necessary force may be supplied by the librarian in many cases. Does the librarian exist who

has not been taken into the confidence of his or her patrons? The librarian seems to inspire confidence in the most timid soul and the kindness to be found in the library loosens the tongue of the most reticent. This friendliness will cause the troubled man or woman to ask for counsel when occupational fortunes turn (if they know they may find help).

The machine age, with its constant changes, suddenly causes a new technic to replace an older method and reduce the number of workers in that field. These workers have perhaps served an apprenticeship, progressed into journeymanship and so have known no other task. There is the person who has come to a realization that the years, moving apace, have left him in a job with no hope for advancement. The type of work which can just as well be done by a youth fresh from school or home and of course at beginner's wages. Another slide thrust into life's stereopticon throws on the screen the picture of an elderly man about to be dropped from the payroll because he has reached an age which industry seems to consider the deadline at which efficiency ceases. Some positions have advancement possibilities but these are contingent upon the increased usefulness of the incumbent. A workman has many of the characteristics for foremanship, but lacks a broader knowledge of the job in hand which a foreman should possess or he possesses all the necessary technical knowledge and is without the background training essential to executive work. Finally, there is the picture of many, especially women, sallying forth in search of a living due to the death of the family breadwinner or to financial reverses. These people have perhaps been shielded all their lives from the hardships of the workaday world and are absolutely unfitted and unprepared to take a place in the ranks of the wage earners.

The librarian can assist all of these people in finding themselves by advising them of the courses offered by approved Correspondence Schools. It is quite essential that they should be directed only to approved schools, for there are many wolves in sheep's clothing preying on the unguided seekers for education by correspondence. A safe guide for the librarian is the *Blue Book* issued by the National Home Study Council which was described by Ralph L. Newing in a recent issue of *THE LIBRARY JOURNAL*.

The free access to a collection of catalogs of the approved schools will suffice in many cases for in any group there are always some more enterprising than others. There are many, however, whose timidity, lack of enterprise and so on will necessitate their being assisted by some one. These people will need help in searching out their qualifications and weaknesses. Mental attitude, ability and tastes, education, health and home background are the main points to be considered in occupational counseling, and the librarian is fully capable of obtaining these facts and translating them into sound advice which will result in bringing order out of chaos in the lives of many.

For those with ability to capably use their hands there are courses in Cartooning, Commercial Art and Design, Drawing, Dressmaking, Lettering, Photog-

raphy and many kindred fields. Here native ability is capitalized and made to produce a livelihood through proper guidance.

Those fortunate enough to be in possession of a certain amount of imagination plus the ability to fluently express their thoughts in words, may be interested in courses in Advertising, Feature and Fiction Writing, Journalism, Letter Writing, Newspaper Reporting, Playwriting and Short Story Writing. These, too, are courses where ability is developed to the point of proficiency by much repetition aided by criticism and instruction.

There are many courses suitable for those whose home background or environment has admirably fitted them to take up profitable pursuits and this applies especially to women. The former mode of life has, unknown to them, fitted many for successful careers in the Hotel and Restaurant field. They could be interested in courses which would prepare them for managing Tea Rooms, Cafeterias and Coffee Shops and for countless other positions of similar nature where well bred, methodical and accurate people are required. Still other fields in which Home Background would be of value are those of Dental Hygiene, Dietetics and Nursing.

The people who seek training which will enable them to improve their status in their accepted vocations, can find assistance by selecting such courses as Accounting, Banking and Business Law, Blueprint Reading, Business Correspondence and Secretarial work, Foremanship, Law, Management, Mathematics, Pelmanism, Salesmanship, Technical and Report Writing and many similar subjects.

Lastly the Mechanic can enroll in courses which will fit him to go forward in his own line, enable him to learn something of allied trades or prepare him for a distinct change of work. The Automobile Mechanic can learn about Aviation or Diesel Engines and the Machinist may study Sheet Metal Pattern Drafting, Foundry Practice or Machine Design. The Fireman or Stoker may prepare for an Operating Engineer's License or learn the art of Steam-fitting or some like field. The Electrician may fit himself for work in the specialized fields of his trade, such as Radio, Telephony or Power Station work.

Since there are more than twenty-five thousand courses listed by the National Home Study Council (and in spite of the fact that all subjects cannot be taught by mail) it will be seen that, literally, everyone can obtain training through the Correspondence School. And it is to be hoped the impression has been gained that neither age, sex nor place of residence matter in the successful accomplishment through Home Study.

It is desirable to point out or emphasize several services which the librarian can render for the Correspondence School prospect and student. To the Insurance Salesman every man and woman alive is a prospect for some form of insurance and to the librarian those millions, daily visiting the libraries, who are between the ages of sixteen and sixty-five and out of touch with our schools, are prospects for Correspondence Schools.

First, the librarian can see to it that there is easily available and accessible a collection of catalogs of professional, trade and correspondence schools. Secondly the librarian can assist those interested to select suitable schools and courses and by such assistance possibly furnish the necessary impetus to cause the prospect to definitely decide upon launching forth on his course.

Sad to relate, it is necessary for the schools to do high pressure sales work to interest these people in their own futures. Of course this is not done from wholly altruistic motives and the expense of this salesmanship is a heavy burden on the cost of courses.

If the librarian can assist, even if only a little, to lessen the sales resistance of the prospect, the cost of courses must eventually be reduced. This may be said to be strictly theoretical, visionary and even impractical, but attention is called to modern American Industry where savings in production costs of many

commodities are passed on to the consumer. Will this not also be possible when Home Study is the commodity?

Finally, whenever practical, the librarian can offer a word of encouragement to the Correspondence School student for the lack of contact between student and instructor is a serious bar to the successful completion of the course. This is recognized by the schools themselves as a bothersome problem and one of the reasons for the large field staffs which also add to the burden of course costs.

The work of the librarian is one of "Service for Others" and the earnest worker in the library field will strive constantly to enhance that service. There are countless opportunities, in that respect, ahead for librarians having available complete information from recommended Correspondence Schools and giving out particular information and guidance to readers.



Courtesy of American Landscape School, Des Moines, Iowa

*Easy Home Study During Spare Time*



# Correspondence Or Home Study Courses

By J. S. NOFFSINGER

*Director, National Home Study Council, Washington, D. C.*

**M**OST well informed people have little knowledge regarding the wealth of thoroughly organized courses of study which are available today by the correspondence method. These courses exceed 20,000 in number, many of which are duplicates, and cover the entire field of the liberal arts and sciences, as well as the various professions, trades, vocations and other fields of knowledge. The list of various courses which may now be pursued in the quiet of one's own home after the day's work is over, under the direction of thoroughly competent instructors, covers practically every conceivable field of human knowledge, and has made impossible for future generations the alibi of not having had an opportunity to know.

1933 was probably the most severe year in our present world-wide economic crisis, yet those schools offering correspondence or home study courses enrolled approximately half a million students in the United States, to say nothing of another sixty thousand in foreign lands. This is not as large a number as was enrolled in 1926, but during the enforced leisure which these people were compelled to accept, the 15 per cent increase in the number of lessons sent in for grading and correction showed that much of what would otherwise have been idle time was being used in a constructive manner in cultivating the broader outlook upon life and in preparing for more efficient service when once again the opportunity to serve should return.

There was a time when the correspondence school was the butt of much ridicule and cheap wit, but that has now been largely consigned along with such thoughtless jests as "Darius Green and his flying machine" to our literary museums which show succeeding generations "what fools these mortals be." Formal correspondence instruction in the United States is now just a trifle over forty years of age, but in this period of less than the life time of one individual this method of instruction has become an almost universal necessity. Today more than five thousand industrial and commercial corporations have some kind of contractual relations with home study schools for the instructing and up-grading of their employees. It is a well recognized fact that even college graduates have little except ambition to offer the modern industrial or commercial organization. It requires a period of orientation within a business or industry before the young collegian can intelligently choose the exact line for which he is best fitted and to which he can with greatest profit devote his major interest as a life calling. When it is finally decided in which phase of business he is most interested and takes a position at the bottom of that field he uses his job as a practical laboratory and in the majority of cases (if he is wise) supplements this

experience with a correspondence course which gives him the theory necessary to assist him to achieve within his chosen field. It is a fact that a majority of college graduates in America today enroll in correspondence courses after college days are over for the purpose of "getting an education."

One of the largest and most aggressive automobile corporations in America has its entire sales organization instructed by a private correspondence school and reports that the school can train these salesmen more efficiently and with greater economy than the corporation could itself. The same is true of department stores, chain stores, life insurance companies, oil and gas stations, radio service stations, banks, railroads, hotels, etc., in short this is becoming the usual procedure in any and all organizations requiring a personnel having technical and/or psychological skills. Many of the corporations and organizations encourage their employees to thus increase their efficiency to the extent of refunding a part or all of the tuition fees upon the satisfactory completion of a given course.

Not only has private business found that it pays in cold dollars and cents to encourage their employees to use a definite portion of their leisure time in "studying with a purpose," but likewise has the United States government found that its marines and coast guard become more efficient when they have something constructive and educational to occupy the minds of the men when not actively engaged otherwise. As a result, correspondence courses of study, mostly vocational in nature, are now being secured from private home study schools and given to these men without cost.

The most recent development, however, within the home study field, is a movement that is being augmented by the present financial conditions of most public school systems. It is popularly known as the "Benton Harbor Plan," because Mr. S. C. Mitchell, Superintendent of Schools, Benton Harbor, Michigan, first used it eleven years ago. This plan provides for enrolling high school students in correspondence courses and having the student work out his lesson assignments under the supervision of a regular high school instructor. It is possible for one instructor thus to supervise a group of a hundred or more students, each of whom may be pursuing a different course. Those who have used the plan claim that the results secured are even superior to the old form of class instruction, that the curriculum of the high school may be thus broadly enriched, and what is of greater significance during these times, the cost is approximately only one-half as great as similar courses offered by the class room method. The United States Office of Education has just issued a seventy page bulletin entitled, "High School

Instruction By Mail—A Potential Economy"<sup>1</sup> recommending this plan to all high schools of less than 100 or 150 enrollment. The United States Commissioner of Education in his introduction to the bulletin says:

"One of the common inquiries today is—How can our schools save money? I think this bulletin furnishes part of the answer to that question. . . . I can see no good reason why most college preparatory students could not do the major part of their work in regular class work and take some courses by correspondence each year. This would undoubtedly effect a substantial saving in the cost of their education."

The above conclusions of the Commissioner of Education, however, have been known for at least two decades by the average American business man, to say nothing of the half million more or less students who have enrolled annually for these courses during that time. The Commissioner has correctly diagnosed the values found in such a method—that is, efficiency and economy.

The Carnegie Corporation of New York made a study of the private correspondence school field in 1925 and while weaknesses were found to exist in the field yet it was also found that these institutions were ministering to a "definite felt need on the part of the public that was not being served by our public educational system." It was also found that some of the textual materials which had been prepared by some of the better home study institutions constituted "some of the best vocational literature available today in any language," and the home study techniques which they had developed were in many instances "at least a whole generation ahead of those used by many state universities." Unfortunately, however, these characterizations could not be truthfully applied to all private correspondence schools, for there were certain institutions found which were little short of being overt frauds. This small group of "chiselers" in the correspondence school field who blatantly "guaranteed jobs," advertised to be operating "without profit," and otherwise made themselves ridiculous by claiming as fact the wildest fancies of their copy writers, were recognized as being the greatest hindrance to the universal acceptance of the values of home study instruction. It was the opinion of the Carnegie Corporation that the existing evils could most readily be eliminated and the true educational values therein be best promoted by creating an inspecting and approving agency within the field itself along the same line as the North Central Association, the Middle States Association, etc., within the field of higher education.

The Corporation called a number of conferences of the leading home study schools and, finally in New York City on September 27, 1926, effected an organization which was later incorporated in the District of Columbia as the National Home Study Council. Among other things its purpose, according to its charter, is "to create ethical business practices and sound educational standards within the home study field." Soon thereafter a code of educational standards was adopted and another code of fair

trade practices was developed under the auspices of the Federal Trade Commission.

The National Home Study Council with offices at 839 Seventeenth Street, N. W., Washington, D. C., has now functioned for the past seven years in the following fields:

1. The inspection and approving of private home study schools.
2. The publishing and distributing each year of a "Home Study Blue Book" which contains a complete list of those schools approved to date and a list of the various courses offered by same. This Home Study Blue Book is sent to all public libraries, school officials, commercial and industrial corporations, chambers of commerce, Y. M. C. A.'s, Y. W. C. A.'s, etc., as well as to any individual requesting same, free of charge.
3. It has collected the only complete catalog of home study courses now available in the United States. There are some over 20,000 such courses now offered by the various colleges, universities, normal schools, theological seminaries, private schools, etc. This catalog is maintained in a loose leaf, cross reference form and is consulted by hundreds of federal, state, library, public school and corporation officials as well as by an ever increasing number of private citizens.
4. It serves as a clearing house for home study information on the part of many state universities as well as private home study schools.
5. The advertising copy and sales literature published by the various home study institutions are continuously being audited for the purpose of eliminating unethical statements or practices.
6. The convening of the private home study field, at least annually, in a conference to discuss mutual problems, etc.
7. Advising with prospective students throughout the entire civilized world, as to where approved courses within any given field or vocation may be secured.

The service department of the Council is being utilized by an increasing number of Readers' Advisors, Adult Advisors and other public library officials in their efforts to find satisfactory formal home study courses for their patrons. The Council welcomes such inquiries and renders gratis any such assistance that may be asked of it.

Tonight on the Avenue, the Main Street and also on the Side Street of America more than a half million adults will be burning "the midnight oil" as they diligently pore over their correspondence school lessons. They may not have the "Rah Rah" experiences of those fortunate enough to be permitted to attend a resident institution of higher learning, but they represent that diligent minority in every field who have wrested success from what would have offered only failure to many. They, unknown and unsung, are in the words of the poet, "toiling upward through the night."

<sup>1</sup> Bulletin No. 13, 1933.

## Let's Look At Home Study

The New Leisure Affords New Opportunities To The Unemployed And To Others With "Time On Their Hands"

**Dayton School of Aviation.** 216 East Second St., Madison, Indiana. Practical training in all branches of Aviation: 1. Limited Commercial Course, 2. Transport Pilot's Course; 3. Solo Pilot's Course, and 4. Master Mechanic's Airplane and Engine Course. Catalog and further information available.

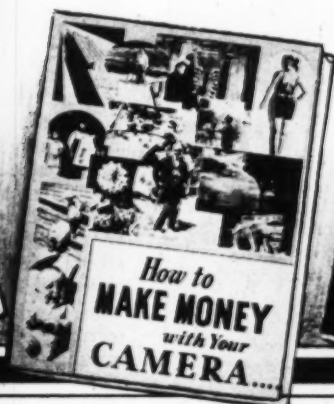
**National Radio Institute.** 16th and U Streets, N. W., Washington, D. C. Two illustrated booklets, "Advanced Training for Advancement in Radio" descriptive of the five fields covered (Sound Pictures and Public Address Systems; Broadcasting, Commercial and Ship Radio Stations; Aircraft Radio; Television, Advanced Radio Servicing and Merchandising) and "Rich Rewards in Radio," facts on the opportunities in Radio, will be sent on request.

**Radio Training Association of America.** 4513 Ravenswood Ave., Chicago, Ill. Course of instruction prepared primarily for radio service men. Entire field, from early crystal sets down to present-day all-electric superheterodyne receivers, covered as well as instruction on allied subjects, such as television, talking pictures, aircraft radio, etc. Ask for new 1934 catalog.

**Page-Davis School of Advertising.** 3601 Michigan Ave., Chicago, Ill. "How to Win Success in Advertising," the story of Page-Davis School of Advertising, free on request.

**New York Institute of Photography.** 10 West 33rd Street, New York, N. Y. "How to Succeed in Photography," giving details of Personal Attendance Course, and outline of courses in Professional Still Photography; Motion Picture Photography, Motion Picture Operating and Projection, and Commercial Photo Finishing for Amateurs will be sent on request.

Any or all of these catalogs and booklets will be sent free of charge. Please send your requests to the Editor of *The Library Journal*.



# Aid Patrons To Success

## Approved Home Study Schools Offer Their Catalogs For Library Use

**Woman's Institute.** Scranton, Pa. Courses in Domestic Arts and Sciences. "Making Beautiful Clothes," or how to have more and prettier clothes and save or earn money besides, is the story this booklet will tell you. "Millinery Made Easy," "Cooking Made Easy" and "The Homecrafters' Course in Interior Decoration" are other booklets published by the Women's Institute. Sent free of charge on request.

**Chicago School of Nursing.** 20 N. Ashland Blvd., Chicago, Ill. Why nursing offers you rich rewards is related in the booklet "Splendid Opportunities in Nursing" which will be sent on request. Thirty-two sample pages from the course of lessons will also be sent, if requested.

**Chautauqua School of Nursing.** Jamestown, New York. "Become a Nurse," a sixty-four page booklet descriptive of the Chautauqua course will be sent on request.

**Lewis Tea Room Institute.** 23rd St. and Washington Circle, Washington, D. C. "Fortunes in Food," a booklet descriptive of this original and only school of its kind in the world, will be sent on request.

**Universal Photographers, Inc.** 10 West 33rd Street, New York, N. Y. "How to Make Money With Your Camera," a picture of the opportunities ahead in Journalistic Photography, and description of course will be sent on request.

**American School of Photography.** 3601 Michigan Ave., Chicago, Ill. "Opportunities in Modern Photography," the story of the American School of Photography, is available on request.

**American School of Aviation.** 3601 Michigan Ave., Chicago, Ill. Send for catalog of information.

"We spent more on almost any article of bodily ailment or ailment than on mental ailment. It is time that we had uncommon schools, that we did not leave off our education when we begin to be men and women."

—Thoreau in "Walden."





# Help Others Fashion Their Careers

Courses of Study By Correspondence Are Available  
For All Types Of Endeavor

**North American Institute.** 3601 Michigan Ave., Chicago, Ill. "How to Work Wonders With Words," a booklet, showing how thousands have learned to work wonders with words by a proved home study method and telling something of the courses given by the North American Institute, will be sent on request.

**La Salle Extension University.** 41st Street and Michigan Ave., Chicago, Ill. The General Bulletin, giving a brief sketch of La Salle Extension University—its history, policy, scope and methods—and a complete list of training courses given; "The Modern Executive," discussing the problems and opportunities of modern management; and "Law Training for Leadership," an analysis of the opportunities open to the law-trained man, will be sent free of charge on request.

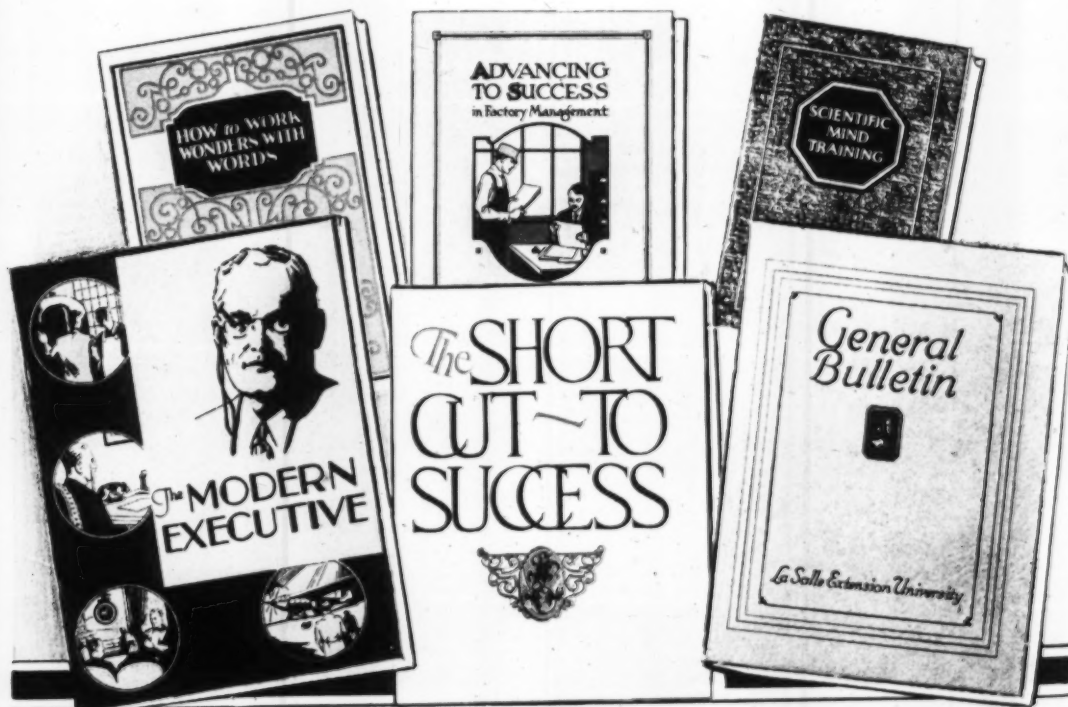
**American Landscape School.** Plymouth Building, Des Moines, Iowa. A booklet, "Success in Landscape Gardening," written for ambitious men and women who want to improve themselves, telling about the business of Landscape Gardening will be sent on request.

**Lincoln Extension University.** West 75th Street at Detroit Circle, Cleveland, Ohio. "Advance to Success in Factory Management," descriptive of the course of instruction in factory management, will be sent on request.

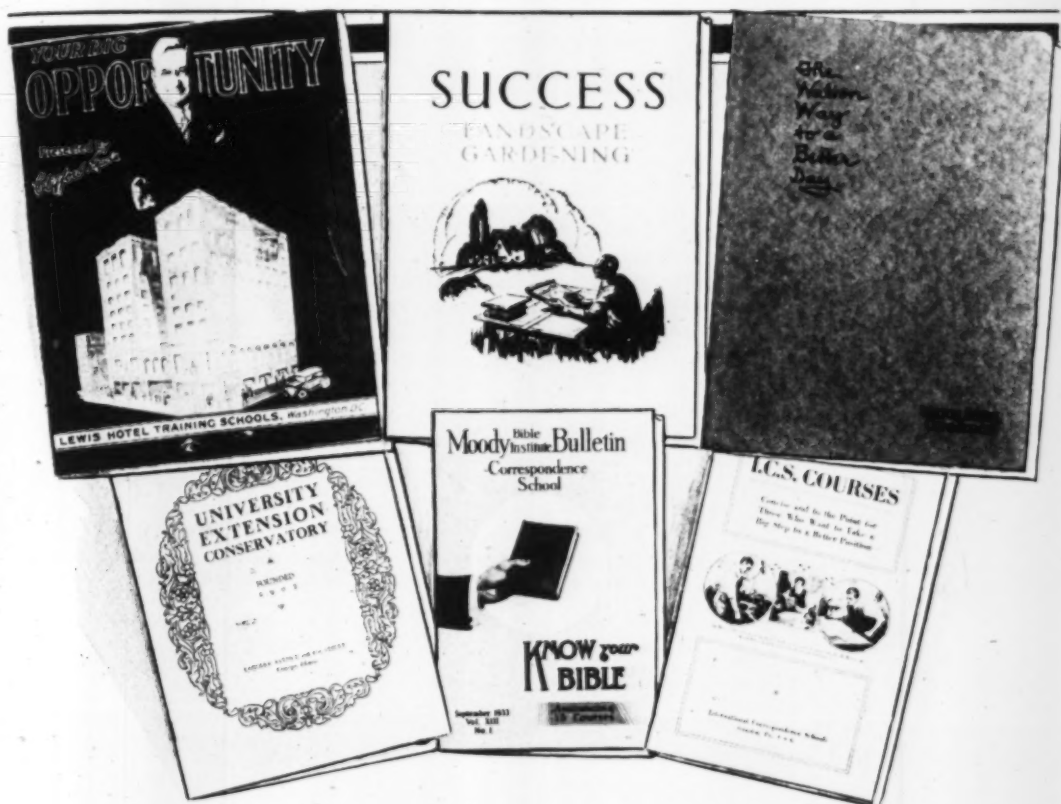
**Standard Extension University.** 130 N. Wells Street, Chicago, Ill. "The Short Cut to Success" is written as a personal message to those who are ambitious for success in life and gives a brief analysis of the work of the Standard Extension University. A Secretarial Course which will train for positions as accountants, auditors, bookkeepers, executives, statisticians, and many others is offered. Information sent on request.

**Pelman Institute of America.** 71 West 45th Street, New York, N. Y. "Scientific Mind Training," a booklet describing the course in Pelmanism, or Self-Realization, will be sent on request.

Send your requests for catalogs and booklets to the  
Editor of *The Library Journal*.







## They May Earn While They Learn

"To start, a man must have a certain amount of ability. But if he never increases or develops that ability, he will not go far. The man who utilizes his leisure by studying at home is usually increasing his ability."

—Walter P. Chrysler

**Lewis Hotel Training Schools.** 23rd Street and Washington Circle, Washington, D. C. A copy of their Resident School and Home Study Catalog, "Your Big Opportunity," containing full information regarding instruction in hotel, club, restaurant, and institutional work, will be sent on request.

**University Extension Conservatory.** 41st Street and Langley Ave., Chicago, Ill. A catalog descriptive of the various courses in music taught by extension methods by this School will be sent on request.

**International Correspondence Schools.** Scranton, Pa. "I. C. S. Courses," a catalog describing a number of short courses of instruction prepared to give a general idea of some of the principles that are more fully treated in their complete courses. Complete information on all courses sent on request.

**Moody Bible Institute.** 153-163 Institute Place, Chicago, Ill. A choice of fifteen courses offered to busy people who are looking for a way to get the most from the *Bible*. For the Sunday School teacher, the young people's leader, the high school boy and girl, the busy pastor, the evangelist in the field, or the average Christian. Catalog sent on request.

**Walton School of Commerce.** Michigan Avenue and Van Buren Street, Chicago, Ill. Copy of "The Walton Way to a Better Day," Home Study Catalog, will be sent on request. From pages 9-12 in this catalog information is given about opportunities in executive and professional accountancy and there is other valuable vocational information included. Free on request.

"We cannot abandon our education at the school house door. We have to keep it up through life."  
—Calvin Coolidge.

"An institution that carries educational advantages to the door of the ambitious person contributes to the betterment of the nation as a whole."  
—Herbert Hoover.

## The University Brought To Their Homes

"The man who puts \$10,000 additional capital into an established business is pretty certain of increased returns. The man who puts additional capital into his brains—information, well-directed thought and study of possibilities—will as surely get increased returns. There is no increase of capital safer and surer than that."

—Marshall Field

**Chicago Technical College.** 118 East 26th Street, Chicago, Ill. The School for Builders. "The Blue Print Way to Bigger Pay in Building," explaining how thousands of men have climbed to the top in one of the world's biggest, steadiest industries, and "Chicago Technical College," a booklet of information, will be sent on request.

**International Correspondence Schools.** Scranton, Pa. "Mechanical Engineering" and "Building" describe courses of study in these two fields. Complete information on these and other courses sent on request.

**Home Correspondence School.** Springfield, Mass. General catalog and announcements of courses in Short-Story Writing, Public Speaking, Editorial Writing and many others, will be sent on request.

**Wilson Engineering Corporation.** Harvard Square, Cambridge, Mass. "From Those Who Know," letters endorsing the work given in the engineering education courses, and "Technical Instruction by Mail," a catalog of information about courses offered. Available on request.

**La Salle Extension University.** 41st St. and Michigan Ave., Chicago, Ill. "Accounting—the Profession that Pays," discussing the opportunities in accounting and describing a practical plan of training for Administrative, Cost, Public, Governmental, and Corporation Accounting, will be sent on request.

Order catalogs and booklets from the Editor of *The Library Journal*.



## They May Profit From Their Leisure Hours

"When a man stops learning, he stops growing, and it is only the men who grow and develop who reap the money prizes in business. There never has been a time when it paid a man better to educate himself out of one job into another."

—George M. Reynolds.

**Newspaper Institute of America.** 1776 Broadway, New York, N. Y. "Journalism, Your Future and You," outlining the instruction offered by this Correspondence School, and any other information will be sent on request.

**Pelman Institute of America.** 19 West 44th Street, New York, N. Y. "How to Learn Foreign Languages the Pelman Way" will be sent free of charge on request.

**National Salesmen's Training Association.** North Dearborn at Elm, Chicago, Ill. "The Key to Master Salesmanship," telling a quick, easy way to unlock the door to greater opportunity, and "Mistakes Commonly Made in Spelling" will be sent on request.

**Palmer Institute of Authorship.** Hollywood, California. "Understand and be Understood" and "Palmer Training and Service for Writers," catalogs of Home Study courses in Short-Story Writing, Photoplay and Dialogue Writing will be sent on request.

**Blackstone Institute.** 307 N. Michigan Ave., Chicago, Ill. "The Law Trained Man," describing the method of Law instruction, based upon thirty-nine years of experience in the non-resident field, will be sent on request.

**American Correspondence School of Law.** 3601 Michigan Ave., Chicago, Ill. Information about courses given will be sent on request.

# Preparing College Women For Leisure<sup>1</sup>

## Influencing Outside Reading Through Personal Contact

By FLORA B. LUDINGTON

*Reference Librarian, Mills College Library, California*

IN THE second volume of the report on *Recent Social Trends in the United States*, J. F. Steiner in his chapter on "Recreation and Leisure Time Activities" points out that public and private schools, colleges and universities are facing the problem of training their students for the intelligent use of leisure.<sup>2</sup> No mention is made of books and reading in this section, in fact the author's failure to consider the contribution of libraries in this changing world has been pointed out in a number of our professional journals. College students, perhaps more than any other group, need to be prepared culturally to meet this leisure; to librarians leisure often means a utopian situation with time to read.

In this decade the busy bee is no longer held to be an adequate moral guide; the butterfly is not regarded as immoral; leisure is thought of as an end desirable in itself, and not as deriving its value merely from its utility in increasing one's capacity for work. Correlative with that we find leisure no longer the exclusive possession of a small privileged class. The task of educators—and librarians belong in this category—is to assist in making this leisure result in an enrichment of life. Though a great deal of leisure time occupation is flight from boredom, education for leisure should make the student familiar with the fields where finer opportunities exist.

Some of us are thinking now of the strenuous life of this century, and the implications of the phrase coined by Theodore Roosevelt. In preparation for this talk I reread the speech in which he first proclaimed his doctrine and was so struck by his foresightedness that I'd like to read to you one sentence:

"If you are rich and are worth your salt, you will teach your sons that though they may have leisure, it is not to be spent in idleness; for wisely used leisure merely means that those who possess it, being free from the necessity of working for their livelihood, are all the more bound to carry on some kind of non-remunerative work in science, in letters, in art, in exploration, in historical research work of the type we most need in this country, the successful carrying out of which reflects most honor upon the nation."

This statement made in 1899 came from the author of books of history, exploration and political theory. My only complaint of this doctrine is that in the Roosevelt scheme, recreation may become as binding as toil.

We have never had in this country that love of leisure which leads Europe's successful business men

to retire to the study, the laboratory, the library or country estate when they have secured a guarantee of life's physical comforts. Our glorification of the strenuous life should carry with it the promise of leisure, we should be prepared to welcome the blessing of unemployment which science has brought so near to our hands. The shorter working day and longer vacations are predicted for many employed persons which will give these individuals the leisure for recreational and cultural pursuits from tiddly-winks to golf, from the *Ballyhoo* to Spengler. One of the greatest pleasures of reading lies in the power to discriminate for oneself. This usually requires a considerable period of training and of conscious selection of that which is recognized as the best. As librarians it is here that we enter the picture, as individuals who through the use of our library tools and our own personal information can guide other individuals to the reading of those books which will come nearest to occupying leisure time most satisfactorily and profitably. To do this we must bring to the library and display a fairly complete, well-balanced and sensitive personality in order to even make an approach to the task of guiding the reading tastes of college students. Librarians who fail to develop good reading interests do so because they have not cultivated their own interests. What matters most to our civilization is that as many as possible of those who are capable of discrimination and reflection should be encouraged to discriminate and reflect. Reading is an individual and not a group activity. Its guidance depends upon personal information. No list of best books will suit absolutely, it may offer suggestions, it may serve as a point of departure, but it needs to be supplemented with additional comment.

Those of us who are fortunate enough to be in libraries where personal contact is possible have a definite opportunity to influence the reading of individual students. When I accepted Mr. Leupp's invitation to speak on this subject I told him that I was encouraged to do so by the successful technique of that group of people who have been touring the U. S. for the so-called Oxford movement. That was before I read the clever and biting article by T. S. Mathews on these "spiritual nudists" in a recent *New Republic*. At any rate it is only natural that I should draw upon my own experience in the library of a small college for the last ten years.

I mentioned a few moments ago the importance of fitting best books lists to the need of the individual. It is the policy of the English Department at Mills College to plan the reading done from the beginning in the Introductory course in English for

<sup>1</sup> Paper presented at College and University Library Section, California Library Association, April 11, 1933.

<sup>2</sup> *Recent Social Trends in the United States*. Report of the President's Research Committee on Social Trends. (New York and London: McGraw-Hill. 2 vols. \$10.) Vol. 2, p. 1912.



each student. Believing that students are entitled to know the work of their contemporaries they are given an opportunity to read the younger as well as the middle group of writers. We must realize that to the present college generation contemporary means not Galsworthy and Masfeld but Wescott and Hemingway. Students in beginning English read first biography, each student reading two modern biographies but no two of them using the same combination of titles, then comes reading in American history, in folk lore and folk song of America, locality novels and description and lastly criticism of the American scene. Great freedom of choice is offered in the selection of books to be read and guidance furnished by both instructors and tutors. This same policy is continued in other courses in this department. In the course on the novel, opportunity is given to read stream of consciousness and psychological novels as well as the old standards. By little hard and fast prescription of books to be read the student, under the direction of her instructor, is enabled to find the book which seems to most nearly fit her need. With such a program as this students are early made aware of the different values to be found in different books and are made ready to acquire the art of discrimination. To get the flavor of what is good requires effort. It is hard to convince some young people that such an obvious accomplishment as reading requires effort or is susceptible to refinement or perfection.

Librarians who are asked to help students in their search for books to read in connection with some course pave the way for future consultation, if the student is encouraged to state her need for and her interest in finding a particular book. If she is being indifferent about it, I try to offer some additional item which will supplement the assignment. Sometimes it is possible to find a book which is better for a particular student than the one assigned by the professor to the entire group. I had a recent illustration of this when a woman, now doing graduate work in medieval literature, asked me if I knew that I was responsible for her selection of this field. I did not, so I asked how. She reminded me that some seven or eight years ago when she was a freshman she came to me for help in finding information to be used in a history course about women in the middle ages. I had given her two books, Davis—*Life in a Medieval Barony* and the Early English Text Society Edition of the *Book of the Knight of La Tour Landry, Compiled for the Instruction of His Daughters' Education*. This fourteenth century treatise on the domestic education of women is hard going for many advanced students, let alone a freshman, but this curious combination evidently summoned up at the spur of the moment and which I might never duplicate again, aroused an interest that has led to a Master of Arts Degree and well on the way to a doctorate.

As a reference librarian I know that it is possible and practical to correlate the answering of reference questions to the query "Have you read —?" The student who asks for budget statistics for Soviet Russia is not only given a brief lesson in the use

of the *Statesman's Year-Book* and *Europa Year-Book* but is asked "Have you read the *New Russian Primer*, or *Humanity Uprooted* or some recent important article on Russia?" Surprisingly enough this technique frequently bears fruit, not always in the form of immediate pursuit of the title mentioned, but in paving the way for future discussions of books. It is my experience that students very seldom ask directly for reading suggestions; faculty members are more prone to do this. But students do shy up like kittens to ask whether you liked *Ann Fickers* and do you think that the prison scenes are true and fairly invite you to suggest some titles that will furnish them with information regarding present day penal institutions.

Beautiful art books give pleasure to many of us. It happens that we have at Mills College that splendid German history of art the *Propyläen Kunst Geschichte* which is shelved in the reference room not in its proper shelf list place but in a prominent small case of its own. From my desk I frequently see a curious student cautiously take out one volume to examine and then return time after time until she has looked at them all from the volumes on ancient art down through the ones on twentieth century architecture. Without a single formal course in the history of art these students are being prepared for many hours of pleasure in art galleries and in reading books on art. We also have, though not so readily available but easily secured, the set of reproductions from the George Eumorfopoulos Collection of *Chinese, Korean and Persian Pottery*. The fame of these distinguished volumes has spread throughout the college and are asked for by curious titles but most frequently as those elegant books on oriental art. These books may not develop the reading tastes of the students but they do give them an appreciation of the fine arts of the Orient and an understanding of the sort urged by Chester Rowell in his address of yesterday.

For the past seven years I have lived in one of the student residence halls at Mills College and it is through this daily contact with my housemates that my most interesting and fruitful book experiences have occurred. In the first place I make a definite effort to read the things that the student group is interested in, in order to develop, if possible, sympathetic common interests. This means the college paper, this week's *New Yorker* and just now the *American Spectator*, any one of which may offer a starting point for a literary conversation. I also endeavor to know what formal courses the students are taking, and my ability to discuss with them some book which I know has been assigned to them for course reading has the virtue of sharing with them a common mental occupation and frequently naive surprise that I have voluntarily read the book. It was by knowing that one student was taking a course in criminology that I had an opportunity to talk with her about Lawes—*20,000 Years in Sing Sing*. This led to my suggesting that she read Thrasher's *The Gang*; Tasker's *Grimhaven*; Booth's *Stealing Through Life*; and finally the *Report of the California Crime Commission*. She returned last week



from a spring vacation spent in Sacramento to report that she had delighted and surprised her father, a state senator, with her information. She thought she had been able to tell him some things he hadn't known and brought back with her a request for crime statistics of other states and other information that sent us scurrying around for material.

A student interested in artcrafts and taking a course in weaving was introduced to Rodier's *The Romance of French Weaving* and from that to biographies of famous French women and a popular history of France. A graduate student in chemistry has been introduced to the whole fascinating field of alchemy. These illustrations of the results of seemingly casual conversations which led to book talk can be duplicated many times. They may take place in the library, the dormitory or the street car. Students are often diffident about expressing their personal reactions to books to their professors, fearing a too academic or critical reaction. I doubt if this feeling is carried over to any great degree to librarians.

One of my personal weaknesses is that I delight in reading aloud and some of my most pleasant hours with my students are spent in reading with them. The books read may vary from *Hard Lines to Ash Wednesday*. Student favorites in poetry include Stephen Vincent Benét, especially *The Mountain Whippoorwill* and sections of *John Brown's Body*, Robinson Jeffers, Edna St. Vincent Millay, and the *Bab Ballads*. Not that I believe that an indiscriminate laudation of poetry is our need at the moment but that what is needed is better training in reading, in making out, that is, whether what we are reading has anything of value in it or not. It is not so much what we read but *how* that counts. Though I do not always agree wholeheartedly with the compilers of that anthology of good bad verse that bears the title *The Stuffed Owl*, it frequently makes a subtle point understandable. In reading with students I always try to make it voluntary on their part. I endeavor to be around on rainy week end evenings, or full moonlight nights when nearly everyone has gone to a dance and those who are at home are confident that they are orphans or step-children. It is then that we read the *Routabaga Stories*, Saki, *The Wind*

in the *Willows*, Olive Schreiner's *Dream Pictures*, *Green Mansions*, or *South Wind*. *Alice in Wonderland* is a frequent choice for some college women are now old enough to read Alice. In biography Boswell never fails. In letters we read Gertrude Bell and Cobden-Sanderson. From the latter frequently follows talk on the making of books and a proud display on my part of the few Grabhorn, Nash and Bremer Press items I happen to own and a suggestion that they visit the display of rare books to be found in the library. This sometimes results in a showing of items that the students have found in San Francisco or East Bay shops that have tempted them to purchase.

One further activity remains to be described briefly. In each issue of the *Alumni Quarterly* a list of so called Worth While Books appears. They are all current titles, never over twenty in number, the selection always slightly popular in tone. If I am apt to doubt the value of this list my doubts are answered when I attend alumnae gatherings for I almost never see a group of our graduates that some mention is not made of the list or, with the younger women, reference to some book chat we had when she was in college.

In conclusion a few generalities may be pertinent. First the relationship between the amount of reading and scholarship and intelligence is negligible. The book-worm often consumes trash and often bears out Schopenhauer's reflection that learned persons have been known to read themselves stupid. As librarians I think we should not try too hard or too consciously to direct the reading of our students. A casual comment well phrased is more apt to intrigue than a well planned campaign. Some of you perhaps noted Virginia Woolf's comment in the February *Bookman*. She tells us of the attitude of her distinguished father Leslie Stephen in regard to the reading indulged in by his children:

"Read what you like, mangy or worthless. To read what one liked because one liked it, never to pretend to admire what one did not, that was his only lesson in the art of reading."

Our task as librarians is to help the immature student of any age to find that which they can truly like.



By Courtesy of International Correspondence Schools

An Hour After Supper On A Home Study Course Is The Connecting Link Between A Present Job And A High-Salaried Position

# The Library And The Junior League

By ROSALIND EWING MARTIN

*Chattanooga, Tennessee*

**L**EISURE and the Library", the slogan adopted by the Chattanooga Public Library for the coming year of the new deal seems a fitting title for an account of the cooperation given the Library by the Junior League, that busy group of people recruited from the alleged leisure class.

A member of the Chattanooga League first suggested to the Association of Junior Leagues of America the desirability and practicability of League cooperation with worth while institutions of learning and of recreation. The Association recognized the need of this cooperation and secured from the local Leagues "human interest stories" about libraries which had been requested by the Association for Progress Through Libraries. This material is being used in magazines throughout the country and the Association of Junior Leagues of America, in its own magazine, has given reports of the Chattanooga program and recommended it to other Leagues.

A great advantage of this project is its adaptability to varying conditions, its possibility for expansion as opportunity permits, and, perhaps most important of all, the small expense necessary to keep the plan in operation in these troublous times.

This League is entering the second year of intensive activity with the Library and it is interesting to survey past accomplishments and future projects. For some years the Junior League has operated a branch library at Erlanger Hospital, donating a book truck and most of the book stock. The Main Library assisted in supplying requests. One of the first objects of the new plan was to improve the hospital service and, with the placing in charge of a League member who had had library training, a great deal has been accomplished. The hospital branch book stock is mostly the result of gifts and as the reading choice of League members is apt to be more sophisticated than that of the average hospital patient, it has been arranged to exchange these with the Main Library for more suitable titles. The new librarian is especially interested in books for children and has

done much to help this hitherto rather neglected service at the hospital.

An interesting feature of League cooperation was a course of lectures given by the League and the Library at League Headquarters. These lecturers were secured at almost no expense, a number of them being publishers' representatives. Titles included "The Making of Books", "Drama for Children", the latter being one of the League's major interests, and other instructive or entertaining subjects. Invitations to these lectures were joint ones sent by the two organizations. The Library was especially interested in bringing these opportunities to its teacher-librarians. Thus the groups brought together in this undertaking were composed of people of similar interests but hitherto of varying contacts.

A member of the League has volunteered to conduct story hours for children at the Library twice a week, one for older and one for younger children. The story-teller has had training in children's work and the Library is looking forward to a resumption of this service which they had been forced to drop on account of lack of funds.

The Arts and Interests Committee of the League has formed a class which will learn the Toronto method of repairing books and making book covers. They will use this knowledge first of all to keep the hospital book stock in repair, and later will help with this same sort of work at the Main Library.

The Provisional Members group of the League is making a study of social service in preparation for active work on these lines, and has arranged with the Library to give it some of the books bought for this course, while in return the Library is to purchase others on the list of required reading, this making a collection of permanent value.

The interest of the League officers and members and the adaptability and keen insight of the librarian cause new developments of the scheme and all those who have watched its beginning are looking forward to the growth of this program.



By Courtesy of Chicago Technical College

*Your Spare Time Is Enough*

# Leisure And The Arts

By MARGARET P. COLEMAN

*Assistant, Children's Department, Omaha, Nebraska, Public Library*

NOW THAT we librarians and educators are preparing to meet the challenge of leisure for our patrons (if not yet for ourselves) our thoughts naturally turn to those activities which have been so largely supported by the upper classes of our society—the arts. These have almost always been associated with leisure, and too frequently with the possession of wealth. Now, thanks to N.R.A., great masses of our people are going to have some of the former but little of the last. What can we do to make the enjoyment of and participation in art more accessible to people who don't yet know that they want it?

There is a school of thought that thinks art incompatible with a democracy. Its proponents have much history on their side, for Athens and Florence were both aristocratic cities. If the artists were not rich their patrons always were. But those of us nourished on the idealism of the "American dream" turn to the stream of folk art for our examples. Art of and for the people can exist and appreciation of it is not limited by social position. The few examples we have in America of "democratic" art are, however, confined to the national groups who have brought their inheritance from Europe. The culture that we think of as being most typically American lacks an art of the people themselves.

The depression has shown us to what a low ebb things cultural can come, lacking the support of the average citizen. I have been living in a community far from the so-called center of culture; in a community where Art was synonymous with Society, and only a few people were becoming conscious that culture does not have to be spelled with a capital "C". The ordinary citizen of this community had left the pursuit of art to women's clubs and débutantes, to whom the terms of both idle and rich could usually be applied. He had a healthy distrust for activities that were kept in a hot-house atmosphere. When the depression struck it was these activities, such as symphony orchestras, community playhouses, art galleries, and even public libraries, at which the average man hurled the accusation of "unnecessary luxuries". If the school budget must be cut let the courses in art and music appreciation be the first to go. The taxpayer was not interested in having his children know more about these things than he did.

Now there are many faults in democracy; it is undoubtedly a leveling down process. But although I do not advocate cheapening art I do hold that it is only in making art more democratic that we can make it vital enough to weather depressions. The time must come when theatrical managers will be able to sell thousands of lower priced tickets instead of hundreds of costly ones; when the psychological attitude of the people has been changed to accept such

things as belonging to them, not as being a parasite on the upper classes. We want a nation of craftsmen, so that the appreciation of art may be distributed among the people as are wages and working hours.

I have just returned from a trip to Mexico. One of the most thrilling things there to me was the prevalence of craftsmanship. Every Indian child learns to make pottery or weave serapes as a matter of course; and perhaps there is no country in the world today where the artist who rises above mere craftsmanship has such an understanding and appreciative public. The difference between the artist and the artisan in Mexico is not one of skill in execution, but rather in the conception of a new design or shape. The artisan merely works in the same tradition, the artist creates a new one. And as soon as the creative mind has conceived of this new pattern, all the artisans begin to use it, and to use it as well as the master himself. As a result the average man, woman, and child understands art through actual experience. He has respect for his artists but no superstitious awe, while the products of his hands and brain are an accepted part of life. The Mexican could no more live without his arts than without his frijoles, for one (pottery) is the receptacle for the other.

The United States is in a very different situation. We have come a long way on the road to mechanization, and have almost forgotten what our hands are for; and not only our hands, but our eyes and ears as well. Our education has been based too much on the theoretical, too little on the actual doing of a thing, and imagination has been sacrificed to pure invention, but in spite of our machines, our standardization, we could be artisans. Our people have the same senses and fingers that the Mexicans have. Now that our old gods are failing us, when machines and hard work may not be going to take up every waking minute of our days, it is time that we investigated some of the ways that other peoples have tried and found good. A handicraft civilization we will never have; we don't want it. But henceforth our machines must be our slaves, not our masters, making it possible for us to be ourselves in our leisure time: not a privileged few, but all of us.

The way to reach the people is, of course, primarily through our schools, where familiarity with things cultural should be as much taken for granted as ability to add figures and spell words. It should be every child's birthright to enter the portals of aesthetic enjoyment, to make the most of his own native endowment. Our training should aim at the "education of the whole man." Public Libraries and adult education can never make up to the individual for what he missed in the impressionable years of childhood. For the indifference of the present tax-

payer is directly traceable to the educational system in which he matriculated. He is not so unresponsive as to be incapable of appreciation. The psychological curve of probability, for whatever it is computed, shows a few geniuses at the top, a few idiots at the bottom—but the great mass of humanity is neither very bright nor very dull. It is of this mass that our democracy is made, and almost anything can be developed from its raw material, given the proper nurture.

Of course, one must make a distinction between the creative artist and his audience. When I speak of art in this instance I mean its appreciation and understanding rather than its creation. Genius can never be democratic. Heaven forbid that it should. And the artist will always be of the chosen few. If he be a real artist, he will be one in spite of hostile conditions in the society around him, but both for his sake and for the sake of the thousands who might enjoy his contributions it is important to have a public so trained that they can appreciate art when they see and hear it.

This democratizing of art is partly a matter of raising popular taste. But even a more critical judgment of our newstand ephemera and more exacting demands for the moving picture screen is too passive an attitude. The appreciators of art must be more than onlookers; they must participate, give something of themselves. And for that they must be craftsmen, understanding the language that the arts speak.

Now I do not think that great artists can be made synthetically, by proper construction of our school curricula. An occasional talented child might be so discovered and encouraged. The majority of our children should learn to draw and to sing a scale and write a jingle not because we expect or even want them to paint pictures or compose songs, but because only by expressing the little gift that they possess can they come to appreciate the much greater gift of their more fortunate brothers and sisters. Every normal child has the beginnings of artistic talent in him. The exhibits of drawings by public school children show that almost anyone can learn to draw and to draw well. The same is true of such fundamentals as developing a sense of rhythm and the carrying of a tune. To most children this is only the natural expression of something they have already within them. If they grow up dull of ear and blind of eye it is because their schools and their homes have suppressed instead of encouraged their sensitiveness and skill. The same is true in literature. Look at the anthologies of poetry that have come, not from infant prodigies, but from classrooms of ordinary children. We might have many Hilda Conklings if we encouraged instead of ridiculed self-expression. No one can fully appreciate the achievement of the poet until he has tried to write a sonnet, nor of the pianist unless he himself has struggled with his five finger exercises. So if we are to have an art of the people these people must themselves understand art through personal experience. Artists

they may not be, but the way of the craftsman lies open to many of them. As long as they are sincere amateurs, and not dilettantes and passive onlookers, like so many of our "high-brow" patrons of the present, they will be no detriment to the cause of the genuine artist and in the process they will grow more interesting both to themselves and their communities.

If our economic organization of the future is going to allow us all more leisure, as many of us hope, this average man of whom I am speaking is going to need the interest and happiness that craftsmanship can bring him. Self-expression, through the hands and the heart and the head, is one of the surest ways to satisfaction in life. It takes away a man's sense of his own dignity and worth to be always the slave of a machine or pattern, never the creator. But if he, or she, can take part in a play, weave a rug, play accompaniments on the piano, carve a cat out of a cake of Ivory soap, or write a jingle for a Christmas card, his sense of inferiority is lessened. And when Georgia O'Keeffe exhibits a picture in his local gallery he will do more than gawk in front of it. He will buy a season ticket to the symphony because he enjoys it, not because his wife wants to keep up with the Joneses.

If the dowagers and débutantes find the monopoly of art and the lionizing of celebrities taken out of their hands it may be a blow to their sense of superiority, but it will be a good thing for art. It will also be a good thing for the artist for, if there is anything which a self-respecting author should abhor, it is pink teas given by women who want to collect his autograph. I don't want to be hard on our wealthy patrons of the arts; they have often kept artistic interest alive and given it recognition that would never have come about in any other way. They filled a real and necessary place in the decades just past. But I hope that their day is over. I have no wish to see the end of such interest and patronage as is genuine; but too much of what we have had has been insincere. The art of a democracy may be less exclusive but it will be more vital.

In my enthusiasm for the new day I sometimes forget that my wishes will not necessarily make it come to pass. There is a wide discrepancy between the ideal and the actual, and even my ideal may not be the same as another's. I have no program and no active propaganda; only in so far as a librarian can act as catalytic agent between a reader and an idea in a book. If the art in the new age is to be an expression of democracy, it must come from the people themselves and not from a handful of theorists and readers' advisors. Again I am reminded of eager discussions in my college classroom. Democracy and art—are they incompatible? I still, as then, refuse to think it. We found no answer then, and there is none now. But I hope that history, so often on the side of aristocracy in the past, will eventually prove that there are two sides to this question as there are to others. And the making of that history is, at least partly, in our own hands.



# Supplementary Notes On German Periodicals

By CHARLES H. BROWN

*Chairman, A. L. A. Sub-Committee on German Periodicals*

THE "Discussion on German Periodicals"<sup>1</sup> together with Dr. Leyh's paper<sup>2</sup> in the *Zentralblatt für Bibliothekswesen* for May, 1933, gave a history of the events leading up to the agreement announced at the Chicago meeting of a 30 per cent reduction in the prices of the more expensive Springer periodicals for 1934. In order that the history of the various conferences and discussions on German periodicals may be complete, it seems desirable to add a note of some events which have occurred since the Chicago meeting. On November 11th in Frankfurt a.M. a conference was called to consider further the discussions and results of the Chicago meeting. The following is a translation in part of the report of the meeting as received from Dr. Friedrich Oldenbourg of the Börsenverein:

"The directors of the Gesellschaft Deutscher Naturforscher und Aerzte and the representatives of the scientific publishers agreed that the concessions desired and granted at the proceedings in Chicago are actually practicable and will contribute to bring real abuses to an end; they are calculated to prevent further harm to the dissemination of German scientific literature.

"The Münster agreement on the 3rd of August, 1933 can serve as a foundation, but a further decrease of annual extent and price must follow. It is expected that the German scientific publishers will reduce all periodicals which cost annually more than 40 gold dollars at least 30 per cent on the average in size and price. The greatest possible reduction is to be carried out for all periodicals which cost more than RM 60 annually.

"In return the librarians in America promise, with the acquiescence of delegates of other countries, first of all an avoidance of further cancellations, and in the long run an appreciable increase in subscriptions.

"Those who participated in the Frankfurt conference were agreed that the obligations assumed must be and could be fulfilled if editors and publishers hand in hand would provide, for the acceptance of scientific work for the periodicals, the observance of those proper standards which have been repeatedly formulated since 1927 but all too frequently not carried out. Especially are verbose articles and reports without positive scientific results to be avoided. Beginners' articles, among which are included numerous medical dissertations, are not to be accepted. No objection shall be raised to the acceptance of especially valuable dissertations which are an actual contribution to science and do not differ in their form from a normal periodical article. The acceptance of monographs, Festschriften, and voluminous Habilitationsschriften for periodical publications is inadvisable. Only indispensable illustrations in a form avoiding every extravagance shall be permitted. So far as an honorarium is still paid for works in scientific periodicals, its maximum amount shall be suitably limited. The delivery to the author of reprints in excessive quantities, which in many cases has led to a decrease in the number of customers, must cease; in other countries

reprints are distributed to a much smaller extent, or not at all.

"If these wishes now expressed by foreigners in exact form are fulfilled, it will be easier for this country also to keep the German scientific periodicals alive and to resurrect those which have been dropped. The curtailment of the internal market through the cutting down of educational budgets on the one side and the decrease in the income of the academic and professional classes on the other, together with production costs which have more than doubled since pre-war times, represents one of the most fundamental reasons for the increase in prices of German scientific literature."

The Börsenverein has been notified of an exception to the statement in the third paragraph printed above, that librarians in America promise an avoidance of further cancellations. Librarians could not bind themselves to any such agreement since future complications caused by reduction of budgets and increases in exchange rates cannot be foreseen. It was tacitly agreed that the German publishers should be given an opportunity to reorganize their editorial policies and that in the meantime there should be no further agitation by librarians. The hope and belief were expressed that when budgetary difficulties are ended, the number of subscriptions would be increased if the promised extension of the Münster agreement is carried out.

The list now available of maximum prices for 1934 of the expensive publications of Julius Springer shows a reduction of about 34 per cent, which is 4 per cent more than was agreed upon in Chicago. Dr. Springer states that the reduced prices as announced for 1934 are the maximum prices and that the actual prices may be somewhat less.

Since the Chicago meeting the Chairman of the A. L. A. Sub-Committee on German Periodicals has received complaints of duplication in the publication of abstracts of geological literature. Similar complaints were made in Germany many years ago.<sup>3</sup> The question has been referred to the Börsenverein.

The suggestion also has been received that the Committee consider the high price of the *Bibliographie der Deutschen Zeitschriftenliteratur*, which cost last year RM 955. However, this publication covers a wider field and has many more pages than some of our American indexes which cost nearly as much. One library has paid over \$200 a year for the *Agricultural Index*, a much less extensive publication. Without the aid of subsidies or endowments, bibliographical compilations are expensive. Librarians should consider carefully whether the use of the high-priced biblio-

<sup>1</sup> LIB. JOUR. 58:978-85, December 1, 1933.

<sup>2</sup> Abstracted in LIB. JOUR. 58:525-28, June 15, 1933.

<sup>3</sup> Cf. Keilhack, K. "Zur Frage des Geologischen Referatwesens." *Der Geologe* 30:567-70, 1922.



graphical indexes, American as well as German, justifies the expenditures demanded.

The attention of the A. L. A. Sub-Committee has also been called to the question of the price per page. This point was raised during the Chicago conference and Dr. Springer stated quite emphatically that the price per page could not be decreased until the number of subscriptions was increased. Publishing conditions are quite different in Germany. A higher discount is given to dealers, and royalties are paid to authors. This system cannot be changed immediately. Furthermore, quite generally in this country scientific periodicals are subsidized either by societies or by receipts from endowments. Similar funds are not available to German publishers. Indeed, in some cases quite the opposite seems to be the case; the publishers are endowing research rather than receiving subsidies themselves. Note the 400,000 marks paid annually by Julius Springer to the Deutsche Chemische Gesellschaft for the manuscript of the two volumes of *Beilstein*.

The understanding reached in Chicago for an armistice was based solely on reduction of periodical prices for 1934 and did not provide for any reduction in the price per page. German publishers have agreed to reduce to a considerable extent the scope and price of expensive periodicals. We can expect the condensation of articles, the elimination of the less valuable material and the omission of most dissertations. In the course of time, when the world recovers from the

present economic depression, the number of subscriptions should increase and the price per page decrease accordingly. The committee believes that the concessions announced by the firm of Julius Springer are all that could be expected for the time being. Eventually further reductions should be possible. In view of the fact that a temporary agreement was reached in Chicago, it does not appear practicable to request additional concessions until a sufficient time has elapsed to permit the German publishers to put into effect contemplated reforms.

It is quite apparent that scientific periodicals with a limited number of subscribers are becoming increasingly expensive, if figured on the basis of price per page. Some of our American periodicals are having difficulties even though subsidized by societies. The *Annals of Mathematical Statistics* has announced that if the publication is to be continued, the price for 1934 must be \$12. A volume consists of about 350 pages; the cost is therefore 3½ cents, which is fully equal to the page price of German publications in the mathematical field. It is entirely possible that many valuable periodicals, such as the *Annals of Mathematical Statistics*, may be discontinued from lack of subscriptions sufficient to pay the expenses of publication.

The final solution seems to be either subsidies for the publication of the results of scientific research, or an increased endowment of libraries to enable them to pay the high prices.



By Courtesy of Chicago Technical College

# THE LIBRARY JOURNAL

January 15, 1934

## Editorial Forum

### The Librarian And Home Study

THE NUMBER OF PEOPLE who are curious about correspondence teaching or who are actively engaged



in home study courses is so great that it is important to consider how librarians can assist these students and prospective students in carrying out their plans. Some home study courses are self-contained in the sense that they require little or no research or collateral reading, but generally the more such reading is required

the better the course is. It is a considerable problem for the student at home who is not living in an academic community to get as many books as he needs or as may be recommended to him.

One realizes at once that the library cannot serve home study students in the way that it serves high school groups or similar groups in its community. For these students it can assemble certain collections of reading matter to be available at certain times of the year or work out other services in cooperation with local teachers. One of the distinctive things about the home study student is, however, that he does not come in groups and therefore cannot be served as a group is served.

The librarian can be of great use, nevertheless, first of all to the person who has become interested in some subject through the use of the library and desires to obtain formal instruction in it by giving information as to where such instruction probably can be obtained. It goes without saying that to collect and to catalog the information on courses available at any one time in this country would be too arduous a task for the average librarian. It would require small time and expense, however, to obtain the catalogs of the private correspondence schools and the larger university departments in which correspondence teaching is maintained. If this cannot be done the librarian may advise inquirers to communicate with the National Home Study Council, 839 Seventeenth Street, N. W., Washington, D. C., for information about private schools or with the National University Extension Association, University of Indiana, Bloomington, Indiana, about university courses by correspondence.

Service to the student who is actually engaged in a home study course may well prove more difficult partly because each individual may very likely have a

different problem as well as a different subject. It is reasonable to assume, however, that he probably is not better acquainted with the best way to use a library than the average student in school and he may need some instruction on how to use the library. Probably, however, the greatest service which the librarian can render to the isolated and earnest student is to obtain for him the books which he needs, employing whatever loan service may be available, if the prospective demand for a book is not great enough to justify placing it on the shelves permanently. For university courses this service is particularly necessary in the social sciences and in the theoretical aspects of business and industry. Furthermore, the easiest way to buy books is not well understood particularly by people in towns where there is not a thriving bookstore, and it is likely that the librarian can quite often tell a student where to purchase a book that has been recommended to him as well as other standard books on the subject of his main interest.

As far as the writer is aware the problem of supplying a sufficient number and diversity of books to students in relatively advanced subjects is one of the most serious in conducting a home study course as it should be conducted. The need is the greater because a large number of home study students do not live in the neighborhood of large libraries or are so pressed for time that they cannot visit the libraries as frequently as might be desired. Some universities have attempted to meet the problem by a loan service of their own, but this practice is not universal. The home study student is, however, likely to be above the average in intelligence and in singleness and sincerity of purpose and any means by which the librarian can help him in his studies could scarcely be better employed. As long as these students are of the high type represented by those whom the writer has known and as long as home study courses are prepared on the basis of existing textbooks the librarian will be a necessary link in the chain of adult education. I hope that the few suggestions in this article joined with the librarian's ingenuity and spirit of helpfulness may be of some practical benefit.

—EDWARD A. RICHARDS

### The Library As A Community College

HOME STUDY COURSES appeal directly to the ambitious, to those who wish to better themselves in their daily work by delving deeper into information about some particular hobby, or to those longing for fuller knowledge about some particular subject. The study may range from journalism to carpentry, from photography to engineering, but whatever the aim or scope of the study, the tools to be used are BOOKS. Librarians may well encourage such students for in serving readers of aroused ambitions they are extending the proper use of the library and leading more people to become habitual library users. Books for actual courses will need to be owned, but points of interest will lead to a consultation of reference books, and broader reading is the direct result of all such courses.

This recognition of the ambitious home-study

reader is a direct link-up with any library program that plans to give itself the status of a Community College, as was suggested in the Editorial Program of *THE LIBRARY JOURNAL* for 1934. The librarian can point the way to any one of the thirty-one recommended Home Study courses and, since the ambitious are always friends of an institution of learning, another demonstration of the value of the Library's services will be made.

It is probable that copies of the catalogs of the recommended Home Study courses will be filed for ready reference in every public library and will in time be consulted as often as the catalogs of regular college courses.

### Our Official Observer

AGAIN AS IN HIS VOLUME *Books; Their Place in a Democracy*, R. L. Duffus has gone forth to the arena where books struggle for attention against lethargy and public impecuniousness and brings back the competent and impartial observations of a trained journalist. *Our Starved Libraries* is his theme and the public libraries of twelve typical cities are his testing ground, libraries where courageous librarians are making a cheerful attempt to meet steadily increased demands out of rapidly decreased incomes. "The depression," he finds, "has at least proved that there is no safer investment, none more remunerative and few more unmistakably conducive to the commonweal than the provision and maintenance of public libraries."

Beyond the economics already accomplished in a profession always ill paid and the perfecting, perhaps of some new economics by studying factory methods, "the librarian can do very little for himself except to demonstrate to his public the value of his services. . . . The key to the situation is in the hands of the public—of the 20,000,000 or more Americans who hold reader's cards. This group is large enough to make itself felt, if organized. Its case is a strong one for libraries cost very little in proportion to other institutions on which public money is spent." With a local civic committee on library appropriations, Mr. Duffus suggests, "the lag between the recovery of general economic conditions and the restoration of a civilized library budget might be shortened."

### Students' Voluntary Reading

A NEW BOOKLIST, "Students' Guide to Good Reading," just issued by the National Council of Teachers of English, deserves special examination because of the indication it gives of the current attitude of college instructors as to students' voluntary reading, an attitude which will increasingly affect the reading habits of thousands of students coming back home.

It may still prove that the exactions of numerous routine courses will continue to prevent much general reading in college, but the printed results of the Council's committee, which represents thirty-five different institutions, points the way toward more real enjoyment of books for those students who find time

to accept its guidance. The circulation of a million copies attained for the Council's booklists for elementary and for secondary schools indicates that the Council desires to give its ideas the effectiveness of broad distribution.

The "Students' Guide," like the earlier lists, is not a check-list for the student of the history of literature; it is a list for enjoyable personal reading. It is not a list of recommended texts to be worked off for credit as a college course proceeds; it is a list which encourages the ownership of books, with recommended editions, publishers and prices indicated. It is not a fixed, chronological list of classics which a committee of authorities on the history of literature seeks to thrust upon text-weary boys and girls; it is a list based upon undergraduate tastes and students' own suggestions and comments.

Public libraries have not commonly found that returned graduates are eager users of the books on the shelves back home. Often four years of college leave graduates dubious of books as sources of pleasure, and with all too little experience in following out reading lines of their own. The attitude of this "Students' Guide" toward reading points the way to more "free" reading and thus more supporters of libraries and more users of books. The "Students' Guide" is a first rate list of 900 books, but, even more significant, it is a picture of a new national point of view among those who mould students' reading habits.

### School Library Service

THE QUESTION, brought forward by Miss Clark and Miss Latimer in the last number, "Would a 'Library in Every School' Justify the Cost?" is well presented and answered. There are, however, so many other debatable points in this article that we feel the subject cannot be dismissed without further discussion. We are pleased to report that Miss Lucile Fargo, the authority on school libraries quoted so frequently by Miss Clark and Miss Latimer, is preparing for the February first issue an article in reply. Editorial viewpoints of several other authorities are being sought and it is hoped that this discussion will be continued until full knowledge of all phases of the subject are known. There is, perhaps, no one perfect solution of school library service, but there surely must be a choice of practices capable of being applied, according to local conditions, in each community.

### Forthcoming Issues

A FEW CHANGES have been made in the schedule of articles for the February first issue. The leading article will be "The Librarian as Bibliographer" by Donald Coney of the Newberry Library, Chicago, followed by a continuation of the discussion on school libraries, started by Miss Clark and Miss Latimer in the January first number, by Miss Lucile Fargo and other authorities.

In the same issue a study of one whole day's circulation in the Racine, Wisconsin, Public Library will be published. It is the first study of its kind to be made and will be of timely interest.

# The Library As A Community College



Above: *The Baby, Reared by Books, In The Show Window On Main Street*

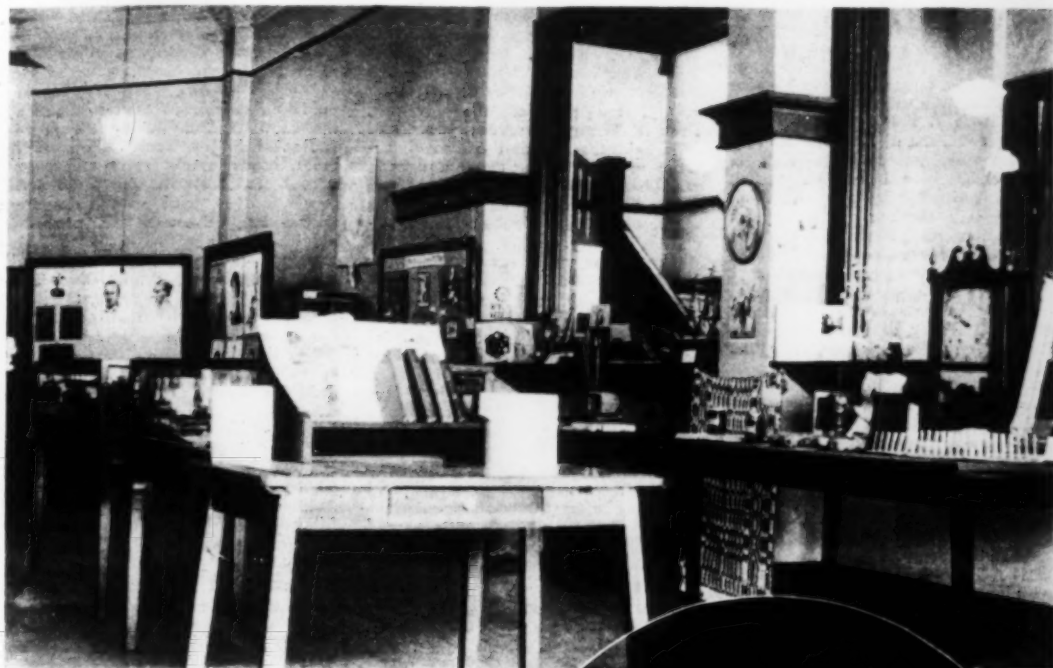
Right: *Part Of The Main Library Exhibit. No Exhibit Was Accepted Unless Made From Books Borrowed From This Library*

## Library Fair Greenville, South Carolina October 2-7, 1933

Above: *The Show Window On Main Street. Objects Were Changed Daily But Always The Object Had The Books, From Which It Was Designed, With It*



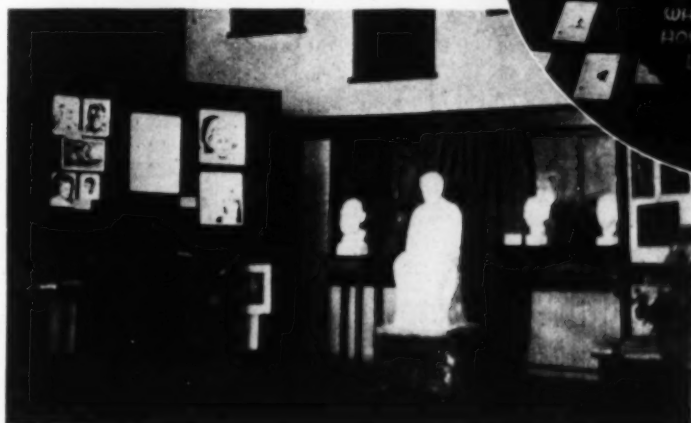




Above: General Views Of The Fair At The Main Library Glimpsing The Extent. The Front Table Contains Books A Writer Had Used And His Magazine Articles After They Were Published, With The Letter Of Acceptance Containing Check The Author Received For Them



Above: Booth For The Annual South Texas Fair Prepared By The Tyrell Public Library, Beaumont, Texas. Note How This Exhibit Is Based On Suggestions From The August And September 15 Issues Of The LIBRARY JOURNAL. The Building Shown Is A Replica Of The Public Library Which Was Formerly A Church



Above: Another Section Of Greenville Fair. Visitors Were Asked To Vote As To: (1) Which Exhibit Is Most Interesting; (2) Most Effective Use Of Library Material; (3) What New Way Of Using The Library Has This Suggested

## Seven Clubs At John A. Howe Branch

WE HAVE seven clubs at the John A. Howe Branch of the Albany, N. Y., Public Library. Four of them are in charge of volunteer leaders—a kindersymphonie, a dramatics club, a choral club and a local history club, the latter directed by a leader from the D.A.R. Three are a definite part of the library's program, the Anne Grant Club for older girls and the Bret Harte Club for older boys, both working to cultivate a taste for good books in children of the teen age, and the Joseph Henry, or Handicraft club. The first two I direct personally, the last is in charge of one of my assistants. You ask particularly about the Joseph Henry, which I shall describe.

The Joseph Henry Club, which I believe is unique in purpose and plan, was organized four years ago. It had been noticed at the Library that handicraft books were very popular but that young people often had difficulty in finding exactly what they needed in these books. Assistants gladly helped them to find directions and plans and it was not uncommon for children so aided to bring in the finished product for inspection by the staff. It occurred to me that this interest on the part of the children might be capitalized by the Library through the formation of a club for those who like to work with their

hands from directions in books. The result was the Joseph Henry Club, a handicraft club for boys and girls. The name was chosen for its local interest and appropriateness. Joseph Henry, the scientist and inventor, lived in Albany for several years, and it is said that he first became interested in experiments through a book read surreptitiously, after he had stolen his way into the closed stacks of the old Albany Young Men's Association Library.

The club meets every Saturday morning at 9:30, from October to May. Its leader, Miss Frances Cooper, of the John A. Howe Library staff, allows the children to choose a general activity for club meetings. One year raffia baskets were made, last season the meetings were devoted to soap sculpture. This plan gives unity to the club meetings, but participation in the general activity is optional. The main purpose is to help the members in their personal problems, and each one brings handicraft questions to meetings for individual attention and help from books. The Library buys the most important handicraft books for the use of Joseph Henry members, and in addition often buys special books to meet special demands. When Miss Cooper feels that she is unable to give advice about some intricate point, she refers the problem to a specialist.

The Club has occasional social

meetings during the year, which usually take the form of picnics or hikes, each member contributing five cents towards a light lunch, if he wishes to do so. During May the Library holds an exhibit of articles made by the Club children during the year—Indian headgear and belts, totem poles, horns, model ships, boats and aeroplanes, book shelves, book ends, bowie knives with carved handles, knitted bags, dressed dolls, crocheted mats, and many other useful and ornamental objects, surprisingly well done, comprise the exhibit. Each article is labeled with its name, the name of the child and his school grade, and the name of the book or books from which he obtained his directions, with pages definitely marked. In October 1930 the New York Library Association offered three prizes of \$25 each for the best exhibit entered respectively by a library in a city of over 100,000, by one in a city of from 50,000 to 100,000, and by one in a small community. The John A. Howe Library won the \$25 in the large city class for its exhibit of the handwork of the Joseph Henry Club.

The annual membership averages about twenty children, from eight to about sixteen years old. There are usually more boys than girls. The club is advertised through posters and announcements at the Library and in the neighborhood schools.

—LILLIAN CALLAHAN, *Librarian*



*The Joseph Henry Club Working Out Handicraft Problems From Books*

## Exhibition Of Negro Literature And Art

THE NEW YORK Public Library has arranged an exhibition of books, prints and manuscripts, comprising recent additions to the Arthur A. Schomburg collection of Negro history and literature, in the small exhibition room (112) on the main floor of the Central Building which opened Wednesday, January 3, 1934. The Schomburg collection, which covers every phase of Negro life, culture and art, was acquired for the Reference Department in 1926. It has been placed on deposit (for reference use only) in the 135th Street Branch, the center of the Library's work with Negroes. Some of the more interesting recent additions to the collection have been selected for display. Of especial interest is the fact that practically every item shown not only deals with some aspect of Negro life, but is the work of a Negro. The first section of the exhibition is devoted to early religious, educational and philanthropic activities, particularly in New York, to the movement for the abolition of the slave trade, and to early efforts for race advancement. Lemuel Haynes, Alexander Crummell, Frederick Douglass, John Edward Bruce ("Bruce Grit"), and Booker T. Washington, have been given special notice. "The Negro and the Arts" forms the subject of the next group, with special mention of Phillis Wheatley, Paul Laurence Dunbar, and Patrick Henry Reason. Two living artists whose work is represented are Albert A. Smith and W. M. Farrow. Two cases are devoted to Toussaint L'Ouverture and Haiti in the early years of the nineteenth century. The exhibition will remain on view through the month of January and will be open from 9:00 A.M. to 6:00 P.M. on week days and from 1:00 to 5:00 P.M. on Sundays.

## Exhibit Of Old Books

IT MAY be of interest to other libraries to know about the very unusual exhibit of old and rare books recently arranged by the Erie, Pennsylvania, Public Library and Erie Museum and held in the art gallery of the Library for a period of three weeks. No general invitation was issued for the loan of books, but when only part of the treasures owned by two Erie people, who have made book collecting their hobby, were added to some of those belonging to the Museum and to those of a few other friends, ten cases were filled with rare and interesting volumes. In fact so great was the enthusiasm shown by people throughout the city over the project that it is expected another similar exhibit will have to follow this one in order to satisfy the proud possessors of equally interesting books,

for which there was no room this time.

Very artistic posters done in old English illuminated lettering announced to all lovers of the antique the treat in store for them in the art gallery of the Library. Few of them realized what numerous and beautiful examples of early printing and manuscript work were to be found in this fairly small community. The first case contained examples of the early manuscripts, exquisitely illuminated. A fifteenth century *Book of Hours* was among these and a page from a fifteenth century antiphonal. In the same case were leaves from many very early printed books, some of them belonging to the class known as incunabula, or books printed before 1500. There was a page from the *Nicholas De Lyra Bible*, 1495; one from the *Nuremberg Chronicle*, 1493; one from the first book on arithmetic of 1478; and also a leaf from a famous book of early husbandry, 1499. John Eliot's *Bible*, which he had translated into the Indian language, was represented by a leaf dated 1663.

In addition to these fragments of "cradle literature" or incunabula, the exhibit boasted five books printed before 1500. Two volumes of a *Bible* printed in Latin by Anton Reusch, a German, were published in 1489. They were interesting not only for their age, but also for the pig-skin bindings, one of which had apparently been partially covered or pieced out with an early antiphonal sheet. Two scientific works were published before 1500. A *Treatise on the Human Eye* by Johannes de Peckham, published in Augsburg in 1476, was one of three printings of this work in the United States. The other two belong to the Huntington Library in California. An early medical book called *Malformation of Bones* by Sprenger was published in 1496. Other books of scientific and medical interest belonging to the next century were *The Works of Ambrose Paré*, Paré being surgeon of the king, published in Paris, 1575; a *Treatise on Medicine*, 1555; and *The Anatomy of the Eye*, 1539. Science in its infancy was making good use of the printing press. The fifth volume of incunabula, owned by the museum, was volume 4 of the *Commentary on the Theology of Thomas Aquinas*, printed in Venice in 1484, beautifully decorated and illuminated.

How familiar to all who know anything about the history of typography are the names of Caxton, Aldus, Plantin, and Elzevier. At least one book from each of these early presses was exhibited. Part of the *Golden Legend*, 1498, represented the Caxton press. A Juvenal, dated 1501, and a first edition, was printed by Aldus. From the Plantin press was another little volume in Latin published in 1567. A little man standing under the spreading branches of a tree is the device which marks the work of the Elzevier press. A very large Elzevier *Bible*, leather-bound with brass clasps and

corners, occupied a separate case. It was printed in Leyden in 1663. Also from the Elzevier press was a little *Ovid* with frontispiece by Peter Paul Rubens, dated 1629, and a *Tacitus* of 1665. The Strawberry Hill press, which came later and belonged to Horace Walpole was represented by *A Journey into England* by Paul Hentzner, 1757.

The names attached to some of the older Bibles seem to us quite fantastic. For instance there is what is known as the *Breeches Bible*, two of which were in this collection. The name comes from some translations of Genesis 3:7, which were made to read: "They sewed fig leaves together and made themselves 'breeches'", instead of "aprons" as in the English version. One of these Bibles is owned by the Erie Museum and bears the date 1599.

One more book deserves special mention. In 1748 when France and England were at war, a colony of Dunkers in Pennsylvania desired to instill into their young men the principles of non-resistance. For this purpose they set about to translate a book, which had originally been published in Holland, 1562, and which was called *The Martyrs' Mirror*. This translation was published in Ephrata, Pennsylvania, and one of the copies of it has been handed down through several generations of an Erie family. It is now in the possession of the Erie Museum.

Four very large and beautifully bound master prayer books occupied a case in the exhibit. In another was a collection of old school books, among which was an early edition of the *New England Primer and Catechism*. Still another case was devoted to books in beautiful bindings.

The number of people, who came to see this exhibit, was very gratifying to the Library and the Museum and it was felt that a real interest had been stimulated in the history and romance of the printed book.

—CHARLOTTE E. EVANS, Librarian

## Art In America

A PROGRAM of "Art in America," recently announced by the American Federation of Arts, presents a program with which librarians can correlate promotion of books on art and American history and about which reading lists can be built. This program was initiated by the General Federation of Women's Clubs, organized by the American Federation of Arts, under a grant from the Carnegie Corporation, with the cooperation of the National Advisory Council on Radio in Education, the Art Institute of Chicago, the Metropolitan Museum of Art, and the Museum of Modern Art. It has been endorsed by the American Library Association, the Association for Adult Education, the College Art Association, and many others.

The series will be divided into two groups: the first, starting February 3 and continuing each Saturday night through May 10, will deal with the arts in America up to the middle of the nineteenth century. The second series will be presented from September until mid-winter and will cover subjects from the latter part of the nineteenth century to the present. The programs will be broadcast over a national network through Station WJZ, at eight o'clock, Eastern Standard time. Each broadcast will consist of an introduction by a well known authority in the museum world, a brief talk on a specific period, and a discussion of the elements which

make for true art appreciation. Copies of the program, first series, covering "Art in America up to 1865" can be obtained from Miss Betty Kirk, American Federation of Arts, 40 E. 49th St., New York City.

Manuals to serve as listener's handbooks will be issued for each series. Mr. Harold Stark, in cooperation with the Metropolitan Museum of Art, is compiling and writing the text of the first manual. The manuals, which will be illustrated, will be published by the University of Chicago Press where copies can be obtained for \$1.

Museums throughout the country are arranging special exhibits, lectures and book shelves to run concur-

rently with the broadcasts. Suggested means by which librarians can cooperate locally are:

1. Announce lectures, subjects, etc.
2. Prepare exhibitions of prints and books to stimulate interest.
3. Urge local book critics to mention books dealings with subjects.
4. Prepare special reading lists of books and articles dealing with subjects, following bibliographies compiled in manual.
5. If radio is available, set aside room for those who wish to hear broadcasts, but have no radio.



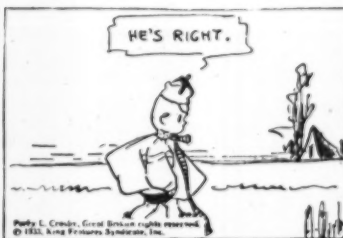
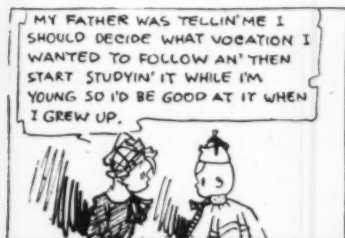
Above: An Evanston, Illinois, Boy Standing By The Sail Boat Which He Made From Instructions Found In A Library Book

Below: Paper Dolls And Costumes For Them—The Result Of The Summer Pastime Of Two Des Moines, Iowa, Youngsters—On Display In The Public Library



## SKIPPY

By Percy L. Crosby



By Permission of Percy L. Crosby



# Current Library Literature

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—See also DRAMA (Moses; Nicoll); LIBRARIES (Tisserant).

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—See also BUSINESS LIBRARIES; LIBRARIANSHIP (Institute); DRAMA AND THEATRICAL COLLECTIONS; LIBRARIES;—CANADA (Montreal);—FRANCE (Marchand; Ministère);—GREAT BRITAIN (Library);—UNITED STATES (Moses); MILITARY AND NAVAL LIBRARIES; REFERENCE.

#### THEATRE COLLECTIONS

See DRAMA AND THEATRE COLLECTIONS

## The Open Round Table

### Mr. Brown's Work Appreciated

I CANNOT recall having ever seen any public expression of appreciation of the splendid work that Mr. Charles H. Brown has done, over so long a period of time, in connection with German periodical prices. If there has been any such expression, it does not matter, for there is room for another. I think that the library profession in this country, as well as innumerable university professors, owe a debt of very great gratitude to Mr. Brown for the laborious and successful efforts which he has given to this matter.

—C. SEYMOUR THOMPSON

### Junior Members In Indiana

I SHOULD be very much obliged if you would run in the next issue of THE LIBRARY JOURNAL a notice that a Junior Members Section was organized at the annual state convention of the Indiana Library Association. It is open to all Indiana librarians and library attendants under thirty years of age. All communications or questions should be addressed to the secretary, Miss Helen Thompson, Haughville Branch, Indianapolis Public Library.

—BARBARA BLATT, Chairman

### Are Librarians Cross Or Not?

I TOLD a member of a municipal public library board I wanted to be a librarian. "Forget it," he said, "librarians are fussy old maids." I told a high school student I wanted to be a librarian. "Don't," she said, "librarians are so cross." I read a certain book on poetry because I want to be a librarian, and I thought librarians should be familiar with the book. It contained a poem called "Librarians" by Howard Mumford Jones. Between the lines I read the warning "Don't Be A Librarian." The lines described librarians as bleak, impersonal women in whose eyes and on whose mask-like countenances changeless irony sat, and who looked a little mad.

Is this opinion of public and school librarians and of librarians in general a universal opinion? Are librarians guilty? Do they deserve this stigma? I have studied library science and shall continue to do so. The only earthly favor I ask of life is the opportunity to be a librarian. Am I doomed then to become a "bleak, spare, angular" woman cross to trustees, students, and patrons? I can't believe it. Books are called friends. Working with friends and among friends how could a librarian be otherwise than happy and let that happiness radiate through the service

she renders? Are librarians cross? Why?

—MARY M. KEMPE,  
Library School,  
George Peabody College for  
Teachers, Nashville, Tenn.

### Article Will Answer Criticisms

TWO LETTERS criticizing the Junior Members Round Table have appeared in "The Open Round Table" of THE LIBRARY JOURNAL. The letter appearing in the December 15, 1933 issue is so marked by inaccuracies that it merits no attention. The January 1, 1934 issue, however, contains a letter which indicates a thoughtful consideration of the problems confronting the Junior Members.

It may interest these correspondents to know that an article on the Junior Members is scheduled to appear in an early number of the A. I. A. Bulletin. Arrangements for printing this article were made during the Chicago A. I. A. Convention.

—FOSTER E. MOHRHARDT  
Chairman, Junior Members  
Round Table

"THE STUDY of Voluntary Reading for 5th Grade Children," prepared by the Louisville, Kentucky, Free Public Library, mentioned on page 33 of the January 1 issue of THE LIBRARY JOURNAL was stated to be fifteen cents, but the price is actually fifty cents. Please note this in ordering copies.

# Library Books Reviewed

## Practical Use Of Books And Libraries<sup>1</sup>

THE APPEARANCE of the fifth edition of *The Practical Use of Books and Libraries*, by Gilbert O. Ward, turns the minds of numerous librarians back to the day when the chief aid in library instruction was found in the first edition of that work, published in 1911, for several years the only text of its kind available for student use. A comparison of that slim volume with this year's edition, larger by more than a hundred pages, presents very strikingly the progress and development in this field and indicates the growth in its importance in the educational plan.

The chief change revealed by the table of contents is the addition of Chapter 9, new to this present edition, on "How to Read and Study," an admirable exposition of the techniques, habits and attitudes essential for effective reading and study. This chapter is one which should be brought to the attention of teachers, as in most schools, if not all, such training can be given more successfully in the classroom than in the library, or, to put it differently, in connection with study subjects other than library usage. In fact that portion of the book might very well serve as a means of introducing the entire work which could so advantageously be far better known among teachers. The new interest in integrating library instruction with the curriculum calls for greater familiarity on the part of the teacher with library practice and library tools, even in schools where the library lessons are taught by librarians. In many small schools, because of the lack of library service, such instruction becomes a teacher responsibility. And in some very large schools the librarian is unable to do more than act as a supervisor to the teachers in this function. In such situations there is no more generally satisfactory guide than Ward.

In the first place the book has a pleasing format. The size of the page and the sizes and spacing of type used are appropriate for study purposes. Specimen extracts and other illustrative material are adequate, with the exception of those for the card catalog. The fullness of treatment accorded reference books is a point greatly in its favor, as is also the generous amount of space devoted to the listing and annotating of magazines. Another feature deserving commendation is the chapter on "Sources of Information about Books and Book Buying." The interest in such training is undoubtedly growing and the au-

thor's presentation of the subject is excellent.

Librarians, familiar with the several publications in this field, are quite likely to use them all, preferring one for one topic and another for another. This new edition will certainly supply a stimulus that will enrich and vitalize instruction. The previous edition has not been available for comparison, but examination shows evidence of the thorough revision claimed in the preface. One does wonder however at the omission of Compton's *Pictured Encyclopedia* and then realizes that the junior high school has not received consideration—the preface makes no reference to it. But why not? The text is widely used by librarians in junior high schools.

And is it capitious to regret that the dedication is missing from the list of "The Printed Parts of a Book?" It does have a decided value in the teaching of appreciation.

The present reviewer used earlier editions of this work for a number of years as a required text for normal school freshmen with great satisfaction, discontinuing its use chiefly because it became possible to obtain another at a price more appropriate for a course of only eighteen hours.

—HELEN A. GANSER,  
Librarian, State Teachers College,  
Millersville, Pa.

## Library Campaign Successful At Adrian

IN ADRIAN, MICHIGAN, Agnes H. Jewell, the librarian, found a way to increase the support for her library and to give its patrons a better supply of new books by having a "Buy-a-Book-for-the-Library" campaign during National Book Week in November, at which time a large collection of purchasable books were put on display on the Main Library floor not far from the desk. Publicity for the event came in the form of ten newspaper stories. To each visitor of the Library was given a pamphlet saying, "Won't you select a volume during Book Week and present it to the library as a gift?" As a result of this campaign over \$400 was spent for books for the Library, and, besides, people brought in several hundred used books as gifts. Out of the whole consignment of new books only a couple of dozen books were left unsold, and those it was expected would be bought up shortly.

Into each book was pasted a bookplate of the library and the name of the donor, so that future borrowers would be aware that the habit of personal gifts to the library was being developed, which, in turn, might lead to further gifts.

## Free And Inexpensive Printed Material

**Looking Forward.** Discussion Outline for 1934 prepared for the League for Industrial Democracy by Mary W. Hillier with the cooperation of Devere Allen, Frederick V. Field, and Harry W. Laidler. Subjects: The Crisis and the New Deal; Your Money's Worth; Public Ownership; Storm Over Asia; Dictatorship and Revolution in Europe; The Aims of Socialism. Price 15 cents each. Special rates for quantity orders. League for Industrial Democracy, 112 E. 19th Street, New York, N. Y.

**Poems for Every Mood.** Compiled by Harriet Monroe and Morton Dauwen Zabel. Price 10 cents each. Whitman Publishing Co., Racine, Wisconsin.

**Tentative Specifications for Filler Metal.** Ten page booklet. Report of the Committee on Welding Wire Specifications of the American Bureau of Welding. Subject to revision. Price 25 cents. Published by American Welding Society, 33 W. 39th St., New York, N. Y.

**Casting Moulds.** For making toy soldiers, Indians, Buffalo Bills, Wild Animals, and others. Catalog containing 239 illustrations of the different moulds on hand. Price 5 cents. Henry C. Schierck, Ghent, N. Y.

**Paris Pact.** A textbook for schools and colleges by Arthur C. Watkins, Director of the National Student Forum on the Paris Pact. Copies of paper-covered edition at 25 cents each. Harcourt, Brace and Co., 383 Madison Ave., New York, N. Y.

**Model Ships.** Catalog No. 9, contains valuable information about building ship models. Price 15 cents. Model Ship Supply Co., Box 14, Mineola, N. Y.

**A Socialist Looks at the New Deal.** By Norman Thomas. Price 10 cents. League for Industrial Democracy, 112 E. 19th Street, New York, N. Y.

**Tiny Tower.** Published exclusively for children by Catherine McNelis, who is also the publisher of Tower Magazines. Filled with things to do—games, puzzles, cut-outs, picture patches, and stories. Sold on selected news-stands and the Woolworth Stores for 10 cents. Tower Magazines, Inc., 919 No. Michigan Ave., Chicago, Ill.

**Incentives Under Capitalism and Socialism.** By Harry W. Laidler. Price 15 cents. League for Industrial Democracy, 112 E. 19th Street, New York, N. Y.

**Unemployment and Its Remedies.** By Harry W. Laidler. Price 25 cents. League for Industrial Democracy, 112 E. 19th Street, New York, N. Y.

**Annual Bibliography of English Language and Literature.** New edition by Miss Mary S. Serjeantson of Westfield College, London, assisted by Leslie N. Broughton, Professor of English in Cornell University. Edited for the Modern Humanities Research Association whose main object is the encouragement of advanced studies in Modern Languages and Literature by cooperation, through correspondence, personal intercourse, the interchange of information and counsel, and the publication of original research and works of reference. Price \$2.25. R. R. Bowker Co., 62 W. 45 Street, New York, N. Y.

<sup>1</sup>The Practical Use of Books and Libraries: an Elementary Manual; Fifth Edition Revised and Enlarged. By Gilbert O. Ward. Faxon, \$2.

# In The Library World

## Western Union Service Used

IN 1932 the Hammond, Indiana, Public Library tried out the plan of using Western Union messengers to call for overdue books and found it successful. The local Western Union manager has established two kinds of service for the Montclair, N. J., Public Library; one for reserve books and one for overdue collections. The price of each service is 10 cents. This fee is guaranteed to the Western Union by the Library, but in the case of reserves is always paid for by the borrower. In the case of overdue book collections an effort is made to collect the 10 cents in addition to the fine, but it is not always successful.

The messenger calls at the Library four times a day for packages of books and for messenger slips. On the messenger slips, three or four calls are made until the tangible results are obtained; change of address, promise to come to the Library and pay fines, or actual possession of the book. In general, the Montclair Library has found the messenger service much cheaper than their own messengers have been, speedier, and as successful.

The reserve system has been found more satisfactory to the borrower and to the library than was the old way of mailing out post cards. A book is not held out of circulation more than a few hours after it has been discharged, but instead is delivered to the borrower's house on the same day. The Library also finds that it can now render better service with five copies of a popular book than formerly with eight, inasmuch as there is no longer any time in which the reserve book is withdrawn from circulation waiting for the borrower to call for it.

A sticker stating "Delivered by Western Union Messenger Service" is placed by the Western Union on every package delivered. An elaborate record of packages received, visits made, etc., is also kept by Western Union so that, in a few cases, when the Library has needed records, theirs were immediately available for use.

Since the inauguration of this service in Montclair in May, over eight hundred packages have been delivered and approximately five hundred calls made by Western Union. Packages now average fifteen daily and often run as high as twenty-five.

## Destruction Of Paper Hastened By High Temperature

THE BUREAU OF STANDARDS has found that the deteriorative effect of acidic atmospheres on paper is greatly

accelerated when either the temperature or the humidity of the air is increased. Previous work had proved conclusively that sulphur dioxide passing into the air from burning fuels, and forming sulphuric acid, is a distinct hazard to books and manuscripts contained in libraries situated in congested areas. When book and writing papers were exposed to the action of contaminated air of this kind for ten days, the sulphur dioxide decreased the folding endurance considerably, at a temperature of 86° F. and a relative humidity of 65 per cent. When the temperature was increased to 104° F., the rate of loss of folding endurance was doubled, and a similar or greater effect occurred when the relative humidity was raised to 80 per cent. The Bureau has already pointed out the inimical effects in other ways of high temperature and humidity on record materials stored in libraries.

## CWA Projects Underway In Youngstown

AS A MATTER of information and interest to other librarians, we are submitting the following projects already approved and under way through the CWA which will benefit the Youngstown, Ohio, Public Libraries.

This library has three projects under way, namely:

1. \$15,000 project including a new roof for the main library building, new sky lights, painting and redecorating five library buildings both inside and outside—woodwork, walls, ceilings and so forth. The approximate cost to the library of materials and supervision, \$1,500.
2. Unemployed Women—8 unemployed women have been placed in the library system and will do clerical work, typing, mimeographing, re-organizing of office files, book-mending, and so forth. Labor and materials involved, all of which is paid by CWA (including rental of four new typewriters), \$1,660.

We plan to completely reorganize the office files and have been allowed \$116 for the purchase of supplies—filing cases and so forth. This project involves no cost to the library whatsoever.

3. Unemployed Artists' Project. The librarian is on the local CWA committee to put unemployed artists to work.

A survey is being made of all library buildings and we expect to profit considerably from the employment of artists in the city in connection with various art projects for the library.

The librarian is a member of the Mahoning County Emergency School Council, the purpose of which is to give work to unemployed teachers. There is a possibility of working out some adult educational features in connection with the library under this set up.

—CLARENCE W. SUMMER,  
*Librarian*

## A. L. A. Executive Board

TWO MEETINGS of the Executive Board were held during the Chicago conference of the American Library Association when the following action was taken, in addition to action reported in the November *Bulletin*:

### FINANCIAL SITUATION

R. E. Dooley, comptroller, presented a statement on 1933 finances and 1934 prospects, indicating that the Association would end the year with a deficit cut from \$24,223 to \$13,500, which means that it has lived within its income and has set aside \$11,000 to apply against the deficit. Delay of the endowment trustees in investing funds may cause the income from the Association's \$1,500,000 endowment to fall \$7,000 below the \$62,000 estimate, but prospects for 1934 are that there will be approximately \$13,000 additional income.

### PLANS FOR 1934

The question of "Libraries and the New Deal" was placed on the board's docket, primarily for the reason that both the President and Secretary hoped the board would give some thought to the relation of libraries to the changes which are going on in the world today and to the work of the Association in 1934 in view of these changes.

After considerable discussion it was voted to call a meeting of the board for January 11 to 13 in Chicago to decide on the 1934 program and the expenditure of the additional income mentioned above.

### LIBRARY DISCOUNTS

The limitation of library discounts recommended in booksellers' and publishers' codes submitted to NRA authorities was discussed, and it was voted that the matter of libraries and the various codes affecting them be left to the President and Secretary with power.

### RELATIONS BETWEEN LIBRARY AND GOVERNMENT

The recommendation of the Committee on Library Revenues, that pending the conclusions and recommendations of the public administration study now being carried on at the Graduate Library School of the University of Chicago "the Executive

<sup>1</sup> *Lib. Jour.* 57:662, August, 1932.

Board be requested to instruct a committee to prepare a statement on the desirable relations between the library and government in general," was referred to the Library Extension Board.

#### TRUSTEES OF ENDOWMENT FUNDS

The board indorsed the recommendation of the Committee on Constitution and By-Laws that the constitution be amended to provide for the election of trustees of the endowment funds by the Executive Board rather than by vote of the Association.

#### UNION CATALOG OF LATIN AMERICAN BOOKS

John T. Vance, chairman of the Committee on Library Cooperation with Latin America, in a letter dated August 16, 1933, recommended that the A. L. A. cooperate with the Inter-American Bibliographical Association in compiling a union catalog of Latin American books and requested that \$1,000 be appropriated to further work. It was voted that the recommendation be referred to the Advisory Board for the Study of Special Projects for investigation and report.

Andrew Keogh announced that Yale University is about to publish a catalog of Latin American books in literature.

#### ROERICH PEACE PACT

A request that the A. L. A. indorse the Roerich Peace Pact, which provides for the safeguarding of all artistic, scientific, and cultural institutions in times of war, was considered and the Secretary was asked to reply that, except for matters which directly concern the operation of libraries, the board does not adopt resolutions commending the activities of other organizations.

#### OVERLAPPING OF COMMITTEES

Overlapping duties and responsibilities of various committees such as the School Libraries Committee, Committee on Library Work with Children, International Relations, Bibliography and Library Cooperation with Latin America, the board voted to bring to the attention of the Committee on Committees.

#### MEMBERSHIP ON COMMITTEES LIMITED

Five consecutive years is the limit established by the Executive Board for the number of years a person may serve on any board or committee of the Association, the ruling to take effect after the Montreal conference.

#### VOTE OF THANKS TO MR. WHEELER

Deep appreciation for the service he has rendered the American Library Association as a trustee of endowment funds during the years 1924 to 1933 was voted in a resolution of thanks to Harry A. Wheeler.

#### MR. LYDENBERG VOTED BOARD MEMBER

It was unanimously voted by the Executive Board that Harry Miller Lydenberg be appointed a member of

the board to serve until the next election, to fill the vacancy caused by the election of Gratia A. Countryman to the presidency.

#### PROPOSE CONTINUING PRESIDENT ON BOARD

A proposal that the President be continued on the Executive Board for one year after the expiration of his presidency was discussed, and the Secretary was requested to inform the Committee on Constitution and By-Laws that the board recommends that action be taken to bring this about.

#### NEW APPOINTMENTS

The following board and committee appointments were made:

##### Advisory Board for the Study of Special Projects

Harry Miller Lydenberg for term expiring in 1938.

##### Library Extension Board

Mary U. Rothrock for term expiring in 1938.

##### College Library Advisory Board

Charles B. Shaw for term expiring in 1938.

##### Board on Library Service to Children in Public Libraries and Schools

Jean Carolyn Roos and Carl Vitz for terms expiring in 1936.

##### Editorial Committee

Amy Winslow, chairman, Louis J. Bailey, Esther Johnston, Gerhard R. Lomer, and Winifred Ver Nooy.

##### Board on the Library and Adult Education

Linda A. Eastman for term expiring in 1938.

##### Board of Education for Librarianship

Keyes D. Metcalf for term expiring in 1938.

##### Committee on Library Administration

Clarence E. Sherman, chairman.

##### Committee on Resources of American Libraries

David J. Haykin, chairman.

It was voted that the President be authorized to make additional committee appointments on behalf of the Executive Board.

## Why Libraries Were Omitted

Miss Fanny J. Taber, Greenville Public Library, Greenville, S. C.

Dear Miss Taber:

I am a terrible person when it comes to answering correspondence, but I want to thank you, even if it is very late, for your letter of September 10 about *Time to Live*.

I don't really know why I didn't talk about the libraries. Probably because, living away out in the country, I hardly ever use them except when I go in to New York for some definite piece of research. But you can be sure I shall bring them in on some future occasion when the opportunity occurs. The libraries have been doing a heroic job under terrible difficulties, and you people are deserving of great admiration.

—GOVE HAMBIDGE

## Students' Guide To Good Reading

A COMPILATION of the "one hundred outstanding books" of world literature, selected by thirty-five college professors for the National Council of Teachers of English as a guide to good reading for students, was recently made public. All the books selected have been chosen from a more complete list of 900 works considered best suited to undergraduate needs and as a guide in the choice of books for personal libraries. The list follows:

**Greek Civilization:** Aristophanes—Plays; Euripides—Plays; Homer—*The Iliad*; Homer—*The Odyssey*; Plato—*The Republic*; Plutarch—*Lives*; Sophocles—Plays.

**The Roman World:** Flaubert, Gustave—*Salammbô*; Marcus Aurelius—*Meditations*; Plutarch—*Lives*; Virgil—*The Aeneid*.

**Religion:** *The Bible* (King James Version).

**Philosophy**—(to 1500): Marcus Aurelius—*Meditations*; Plato—*The Republic*.

**The Middle Ages:** *The Arabian Nights*; Chaucer, Geoffrey—*The Canterbury Tales*; Dante—*The Divine Comedy*; Fitzgerald, Edward—*The Rubaiyat of Omar Khayyam*; Malory, Thomas—*Morte d'Arthur*; Polo, Marco—*Travels*; Rabelais, Francois—*Gargantua and Pantagruel*; Reade, Charles—*The Cloister and the Hearth*; Scott, Walter—*Ivanhoe*.

**The Renaissance on the Continent:** Boccaccio, Giovanni—*The Decameron*; Cellini Benvenuto—*Autobiography*; Cervantes, Miguel de—*Don Quixote*; Rabelais, Francois—*Gargantua and Pantagruel*.

**Tudor England:** Bacon, Francis—*Essays*; Marlowe, Christopher—*Plays and Poems*; More, Thomas—*Utopia*; Shakespeare, William—*Works*.

**The Seventeenth Century:** Milton, John—*Poems*; Molière—*Comedies*; Pepys, Samuel—*Diary*; Dumas, Alexandre—*The Three Musketeers*; Hawthorne, Nathaniel—*The Scarlet Letter*; Rostrand, Edmond—*Cyrano de Bergerac*.

**The Eighteenth Century:** Boswell, James—*The Life of Samuel Johnson*; Burns, Robert—*Poems*; DeFoe, Daniel—*Robinson Crusoe*; Fielding, Henry—*Tom Jones*; Franklin, Benjamin—*Autobiography*; Goldsmith, Oliver—*The Vicar of Wakefield*; Sheridan, Richard Brinsley—*Plays*; Smollett, Tobias—*Humphrey Clinker*; Sterne, Laurence—*Tristram Shandy*; Swift, Jonathan—*Gulliver's Travels*; Thackeray, W. M.—*Henry Esmond*; Voltaire—*Candide*, etc.

**The Revolutionary Period:** Carlyle, Thomas—*The French Revolution*; Thackeray, William M.—*Fanny Hill*; Tolstoy, Leo—*War and Peace*.  
**Poetry to 1900:** Palgrave, F. T.—*The Golden Treasury*; Browning, Robert—*Poems*; Burns, Robert—*Poems*; Byron, Lord—*Poems*; Chaucer,



Geoffrey—*The Canterbury Tales*; Coleridge, Samuel Taylor—Poems; Dante—*The Divine Comedy*; Fitzgerald, Edward—*Rubaiyat of Omar Khayyam*; Goethe, Johann Wolfgang—*Faust*; Homer—*The Iliad*; Homer—*The Odyssey*; Keats, John—Poems; Milton, John—Poems; Shakespeare, William—Works; Shelley, Percy Bysshe—Poems; Tennyson, Alfred—Poems; Vergil—*The Aeneid*; Whitman, Walt—*Leaves of Grass*; Wordsworth, William—Poems.

**Nineteenth Century English Fiction:** Austen, Jane—*Pride and Prejudice*; Brontë, Charlotte—*Jane Eyre*; Brontë, Emily—*Wuthering Heights*; Butler, Samuel—*The Way of All Flesh*; Dickens, Charles—*David Copperfield*; Dickens, Charles—*Pickwick Papers*; Hardy, Thomas—*The Return of the Native*; Hardy, Thomas—*Tess of the d'Urbervilles*; Meredith, George—*The Order of Richard Feverel*; Reade, Charles—*The Cloister and the Hearth*; Scott, Walter—*Ivanhoe*; Thackeray, W. M.—*Henry Esmond*; Thackeray, W. M.—*Vanity Fair*.

**Nineteenth Century American Fiction:** Hawthorne, Nathaniel—*The Scarlet Letter*; Melville, Herman—*Moby Dick*; Poe, Edgar Allan—*Tales*; Twain, Mark—*The Adventures of Tom Sawyer*.

**Nineteenth Century French, Spanish and Italian Literature:** Balzac, Honoré de—*Eugenie Grandet*; Dumas, Alexandre—*The Three Musketeers*; Flaubert, Gustave—*Salammbô*; Hugo, Victor—*Les Misérables*; Maupassant, Guy de—*Short Stories*.

**Nineteenth Century Russian, German and Scandinavian Literature:** Chekov, Anton—*Short Stories*; Dostoevski, Fiodor—*Crime and Punishment*; Goethe, Johann Wolfgang—*Faust*; Ibsen, Henrik—*Selected Plays*; Tolstoy, Leo—*Anna Karenina*; Tolstoy, Leo—*War and Peace*.

**Science and Scientists:** Darwin, Charles—*The Origin of Species*.

**Biography and History:** Adams, Henry—*The Education of Henry Adams*; Boswell, James—*The Life of Samuel Johnson*; Carlyle, Thomas—*The French Revolution*; Cellini, Benvenuto—*Autobiography*; Franklin, Benjamin—*Autobiography*; Garland, Hamlin—*A Son of the Middle Border*; Pepys, Samuel—*Diary*; Plutarch—*Lives*; Steffens, Lincoln—*Autobiography*; Strachey, Lytton—*Queen Victoria*; Thoreau, H. D.—*Walden*.

**The Drama:** Aristophanes—*Plays*; Euripides—*Plays*; Goethe, Johann Wolfgang—*Faust*; Ibsen, Henrik—*Selected Plays*; Marlowe, Christopher—*Plays and Poems*; Molière, Jean Baptiste Poquelin—*Comedies*; O'Neill, Eugene—*The Emperor Jones*; Rostand, Edmond—*Cyrano de Bergerac*; Shakespeare, William—*Works*; Sheridan, Richard Brinsley—*Plays*; Sophocles—*Plays*, Wilde, Oscar—*Plays*.

**Modern American Fiction:** Cabell, James Branch—*Jurgen*; Cather, Willa—*Drath Comes for the Archbishop*; Dreiser, Theodore—*Sister Carrie*; Garland, Hamlin—*A Son of the Middle Border*; Lewis, Sinclair—*Arrowsmith*; Wharton, Edith—*Ethan Frome*.

**Modern English Fiction:** Bennett, Arnold—*The Old Wives Tales*; Conrad, Joseph—*Lord Jim*; Galsworthy, John—*The Forsyte Saga*; Lawrence, D. H.—*Sons and Lovers*; Maugham, Somerset—*Of Human Bondage*; Wells, H. G.—*Tono Bungay*.

**Modern Continental Literature:** France, Anatole—*Penguin Island*; Mann, Thomas—*The Magic Mountain*.

**Modern Philosophy—Formal Philosophy:** More, Thomas—*Utopia*.

**Modern Philosophy—Informal Philosophy:** Adams, Henry—*The Education of Henry Adams*; Bacon, Francis—*Essays*; Emerson, Ralph W.—*Essays*; Thoreau, H. D.—*Walden*; Voltaire—*Candide*, etc.

**Modern Problems:** Lewis, Sinclair—*Arrowsmith*; Steffens, Lincoln—*Autobiography*; Well, H. G.—*Tono Bungay*.

**Travel and Adventure:** Polo, Marco—*Travels*.

**Essays, Letters and Criticism:** Bacon, Francis—*Essays*; Emerson, Ralph Waldo—*Essays*; Lamb, Charles—*Essays of Elia*.

**The Short Story:** *The Arabia Nights*; Boccaccio, Giovanni—*The Decameron*; Chekov, Anton—*Short Stories*; Maupassant, Guy de—*Short Stories*; Poe, Edgar Allan—*Tales*.

## Rochester Public And Reynolds Library Combine

ON DECEMBER 26, 1933, the City Council of Rochester, New York, culminated a generation long series of negotiations. It authorized the City Manager to sign an agreement with the Trustees of the Reynolds Library by which it will become a part of the Rochester Public Library.

The City has under construction the Rundel Memorial Building which will house the Rochester Public Library. To perpetuate the name of the Reynolds family, prominent in early Rochester history as well as identified with important private libraries, the general reference division will be designated "The Reynolds Reference Library," and a memorial tablet will be placed in the new building.

The books of the Reynolds Library are to be transferred to the Rundel Memorial Building upon its completion and when they have been recataloged are to be mingled with the books of the public library collection. They are, however, to remain the property of the Reynolds Library Trustees, and perpetually to bear the Reynolds bookplate, but otherwise subject to all the rules and regulations of the library. This transfer is made upon two conditions: (1) that the City will devote each year at least

\$10,000.00 for the purchase of books and periodicals for its central book collection; and (2) that one member of the Board of Trustees of the Rochester Public Library will be appointed upon the nomination of the Reynolds Trustees.

The Reynolds Library agrees to deliver to the City yearly, its entire net annual income. This is derived chiefly from rentals of the Reynolds Arcade, an office building recently completed, valued at over half a million dollars. The agreement in no manner affects the Reading Room in the Reynolds Arcade. The Reynolds Trustees will take whatever steps may be necessary to procure an appropriate amendment to its charter and to vest in it proper legal authority to perform this agreement.

The Rundel Memorial Fund is approximately \$1,017,000. The Federal Public Works Administration has made a grant on this building project of \$263,000 for labor and materials. Ground was broken and the foundations started on December 12, 1933. The architects are Gordon and Kaelber, Rochester, New York.

—JOHN A. LOWE, Director of Libraries

## Book Club Selections

### Book-of-the-Month Club

NATIVE'S RETURN. By Louis Adamic. Harper.

### Catholic Book Club

CROSS OF PEACE. By Philip Gibbs. Doubleday.

### Junior Literary Guild

P-PENNY AND HIS LITTLE RED CART (Primary Group). By Amy Wentworth Stone.

Friendly, homey story of a little boy of today.

SKYSCRAPER (Intermediate Group). By Lucy S. Mitchell, C. Lambert and E. Naumburg. Day. Story of how a skyscraper is built.

WINGED GIRL OF KNOSSOS (Older Girls). By Erick Berry. Appleton-Century.

LOG OF THE BETSY ANN (Older Boys). By Frederick Way, Jr. McBride. \$2.75.

### Literary Guild

SHAKE HANDS WITH THE DEVIL. By Rearden Conner. Morrow.

### Religious Book Club

NEW CHURCH AND THE NEW GERMANY. By Charles S. Macfarland. Macmillan.

### Scientific Book Club

FIRST OVER EVEREST. By Com. P. F. M. Fellowes, Col. P. T. Etherton and others. McBride.

# Library Organizations

## The Georgia Library Association

THE GEORGIA Library Association held its biennial meeting in Athens, November 2-4, with probably a larger representation than in any previous convention. The meeting was postponed in the Spring, on account of the depression. About eighty-five librarians were present. Miss Jessica Hopkins, librarian of the Carnegie Library of Atlanta, and President of the Georgia Library Association, presided. One of the most helpful and interesting features of the Convention was an address by Hon. Louis S. Moore on "Adventures in Search of Georgiana."

The Public Library Section had Miss Ola Wyeth, librarian of Savannah Public Library, as Chairman. The following subjects were discussed: "The Bi-Centennial and the Library," Ruth H. Thomson, assistant librarian, Savannah Public Library, Savannah; "Report on the Celebration of Georgia Book Week," Clyde Smith, Washington Memorial Library, Macon; "Interesting Readers in Older Books," Elizabeth Havenkotte, librarian, Carnegie Library, Valdosta; "Introducing Young Readers to the Adult Department," Mrs. Logan Wallace, Public Library, Griffin; "Citizens' Library Councils," Jessie Hopkins, librarian, Carnegie Library, Atlanta.

Miss Katherine Carnes, librarian Candler Memorial Library, Wesleyan College, was chairman of the College Section. The following subjects were discussed: "Some Recent Reference Books," Miss Lydia Gooding, Assistant Professor of Library Science, Emory University; "Allocation of Funds to Departments," Miss Edna Hanley, librarian, Agnes Scott College; "Special Collections in Georgia Libraries," Miss Mary Torrance, head of the cataloging department of Emory University.

These papers were followed by reviews of professional literature of interest to college librarians, and a talk by Mr. Duncan Burnet on the distinctive features of the University library. Mr. James A. McMillen, librarian of Louisiana State University, who was a guest, gave some of his library experiences.

Miss Mary Frances Cox, Head of Boys' and Girls' Department, Carnegie Library of Atlanta, was Chairman of the Children and School Library Section. The following subjects were discussed: "Reading Aloud in the Home," Mrs. Henry Peebles, Jr., Atlanta; "Modern Trends in Literature for Children," Miss Mary Frances Cox, Atlanta Library; "Library Service Through the Elementary School," Miss Helen Bach, Atlanta Library; "School Library Service to In-

dividual Students," Mrs. W. C. Bowen, Joe Brown Junior School, Atlanta. Splendid papers were given at the general session by Miss Tommie Dora Barker, Regional Field Secretary for the South, American Library Association, on "Reflections of the American Library Association Conference," and by Miss Miriam Tompkins, Associate Professor of Library Science, Emory University, on "Progress in Adult Education."

The new officers elected were: President, Miss Beverly Wheatcroft, Georgia Library Commission, Atlanta; First Vice President, Mrs. Logan Wallace, Hawkes' Free Children's Library, Griffin; Second Vice President, Miss Margaret Bailie, librarian, Richmond Academy and Junior College, Augusta; Secretary and Treasurer, Miss Alice May Massengale, librarian, Board of Education, Atlanta.

## New Hampshire Library Association

THE NEW HAMPSHIRE Library Association held its Forty-Fourth Annual Meeting in Peterborough, August 22-24, 1933, where the Association was invited in honor of the hundredth anniversary of the oldest free tax-supported library in the United States. The attendance registered 147, with over 200 at one session. Under the direction of Miss Martha Cutler, librarian of Peterborough Town Library, the hospitality of library and town was extended to the assembly. On Tuesday afternoon tea was served in the Unitarian Parish House, after a preconference held by the N. H. Public Library Commission. In the evening after an address of welcome by Eben E. Jones, for forty-four years a library trustee, the Fenway Puppets furnished entertainment.

On Wednesday morning a round table discussion, "A New Deal for New Hampshire Libraries," was conducted by Miss Dorothy Annable, Secretary of the N. H. Library Commission. The high light of that day was the appearance of Mrs. Edward MacDowell who gave a talk on the Colony and played selections from the works of the famous composer. She also graciously received the librarians at Hillcrest, and extended the privilege of a trip through the Colony.

Speakers at the various sessions included Mrs. Frances Parkinson Keyes on "Changing Trends in the Magazine World"; Rollo Walter Brown, "Is There a True Biography?"; Miss Thelma Brackett, librarian, State Library, Concord, N. H., "Book Trails." The Progressive Club Chorus entertained with a selection of MacDowell's. Nancy Bird Turner read her poem "In the Peterborough Town Li-

brary," which was written for the one hundredth anniversary. An historical address by George A. Morison of Peterborough and Milwaukee, and Hymns by the Edward MacDowell United Choirs followed the Association Dinner at the Tavern on Wednesday evening. At the annual business meeting, the Association voted to sponsor a book drive for New Hampshire Civilian Conservation Corps Camps.

—H. ARLENE THORP, Secretary

## Missouri State Teachers Association

THE DEPARTMENT of libraries of the Missouri State Teachers Association met at a luncheon held at the Town Club in St. Louis, Missouri, November 10, 1933. Addresses and a round table discussion followed the luncheon. About fifty librarians and teacher-librarians were present.

Since the theme of the general convention was the future of education it was appropriate for the library department to discuss the future of the high school library. The program was planned to include three phases of the problem; that is, an executive's point of view, the teacher's relation with the library and the librarian's position.

These three phases were presented by the following: Mr. Herbert P. Stellwagen, principal of Soldan High School, St. Louis; Mr. Mark Neville, instructor in English, John Burroughs School, Clayton; and Mr. B. Lamar Johnson, librarian, Stephen's College, Columbia. Brief discussion by high school librarians was opened by Miss Anne R. Waney, library-coordinator, St. Louis Public Schools.

Officers elected for the year 1934 were: Chairman, Mr. B. Lamar Johnson, Stephen's College, Columbia; Vice-Chairman, Miss Maurine Fairweather, librarian, Westport High School, Kansas City; Secretary, Miss Laura M. Mellette, Sedalia.

—MRS. GERTRUDE G. DRURY

## The Virginia Library Association

THE ANNUAL meeting of the Virginia Library Association was held in Richmond, Virginia, November 18, in the Richmond Public Library. At the first general session Dr. H. R. Melwaine, librarian, Virginia State Library, made a brief address of welcome which was responded to by the President, Miss Florence Rising Curtis, director, Hampton Institute Library School, Hampton.

Mr. C. Vernon Eddy, librarian, Handley Library, Winchester, conducted a Question Box Round Table

which brought out a great many points of library interest. Prof. Arthur Kyle Davis, Jr., Associate Professor of English, University of Virginia, gave a delightful address on Ballads and Folk Songs of Virginia, interspersing his talk by singing a number of the ballads. Immediately after lunch the librarians assembled in three groups.

The Public Library Section with Miss Mary D. Pretlow, librarian, Public Library, Norfolk, as Chairman, conducted discussions on pertinent topics under the leadership of Miss Mary Robert Lloyd, Assistant Reference librarian, Public Library, Richmond; Miss Mary Terrill Pretlow, Franklin; Miss Marianne Read Martin, branch librarian, Lafayette Branch, Public Library, Norfolk; Miss J. Maud Campbell, librarian, Jones Memorial Library, Lynchburg; and Miss Bessie Lee Booker, librarian, Charles R. Taylor Memorial Library, Hampton.

The College Library Section had as its Chairman, Mr. W. L. Hall, Virginia State Library, Richmond. A very interesting paper on the "Bibliographic Relations of the College Library with Faculty and Students" was given by Mr. R. W. Church, Reference Division, University of Virginia Library, University.

Mr. C. W. Dickinson, Jr., led the School Library Section, ably assisted by Miss Dorothy Walters, librarian, Crewe High School, Crewe, and Miss Nancy Hoyle, librarian, Andrew-Lewis High School, Salem.

At the final business session of the Association the approval of the Treasurer's report was followed by a motion which was unanimously passed that the Virginia Library Association continue the chapter membership and the contributing membership in the American Library Association. Reports were received from the Certification Committee and the Committee on Cooperation, and both of these committees were continued for another year. A resolution was made and passed that the Association go on record as approving a new building for the Virginia State Library in Richmond. Of the several invitations which were extended for the 1934 meeting the one from Virginia Polytechnic Institute, Blacksburg, was accepted.

The following officers were elected for the ensuing year: President, C. W. Dickinson, Jr., director Libraries and Textbooks, State Board of Education, Richmond; First Vice President, J. Maud Campbell, librarian, Jones Memorial Library, Lynchburg; Second Vice President, Ralph M. Brown, librarian, Virginia Polytechnic Institute, Blacksburg; Secretary-Treasurer, Mary Louise Dinwiddie, assistant librarian, University of Virginia Library, University; A. L. A. Council Member, Mr. Thomas P. Aver, librarian, Public Library, Richmond.

# Among Librarians

## Necrology

### Francis B. Graves

ANOTHER of the old guard of California librarians has answered the final summons. Francis B. Graves, for twenty-six years librarian of the Mechanics-Mercantile Library of San Francisco, died December 1, 1933, after a brief illness. With the exception of the interregnum when he was librarian of the public library of Alameda, throughout his whole professional career from 1885 until his death he was identified with the Mechanics Institute, one of the few subscription libraries of this country which has been able to survive in an era of tax-supported libraries. Mr. Graves was one of that small group of librarians of central California which met in San Francisco in 1895 and organized the California Library Association, serving a term as president during its early years. Called to Alameda in 1899 as librarian of the public library Mr. Graves served that city with marked success until 1907 when he returned to the Mechanics Institute as librarian of the Mechanics-Mercantile Library. Never seeking the limelight, Mr. Graves worked quietly, unobtrusively, conscientiously and effectively, winning the respect and regard of all who know him.

—GEORGE T. CLARK

### Ida Brigham Storms

ANNOUNCEMENT was received by her family in Des Moines on December 20 of the death in Mukden, China, of Ida Brigham Storms. Mrs. Storms was the daughter of Johnson Brigham, State Librarian, and was herself a librarian, being a graduate of Western Reserve Library School and having been a member of the staffs of Iowa State College Library at Ames and the Council Bluffs and Oskaloosa Public Libraries. Since her marriage in 1923 to William Storms she has lived in China where her interest in library work continued. While living at Hankow she lectured on library subjects in China's first library school, a department of Boone University, of which Mary Elizabeth Wood was principal. During her residence at Mukden she cataloged the little English library and was chairman of the Library Committee of the Women's Club, and in that capacity did the book selecting for the library.

—JULIA A. ROBINSON

MARIE C. SAXER, branch reference librarian at the St. Agnes Branch of the New York Public Library, died November 29, following a major operation. Miss Saxer had been in the Library since 1891, except for a leave of absence from 1912 to 1916.

## Appointments

EVALINE BECK, Western Reserve '33, has been appointed first assistant in the main children's room of the Toledo, Ohio, Public Library.

WALTER T. BRAHM, Western Reserve '33, is an assistant in the Adelbert College Library of Western Reserve University, Cleveland, Ohio.

ELEANOR M. BRANDT, Western Reserve '33, is an assistant in the Akron, Ohio, Public Library.

LOUISE BROWN, Western Reserve '33, has been made an assistant in the office of the Supervisor of Branches, Cincinnati, Ohio, Public Library.

EUPHEMIA K. CORWIN, for thirty years librarian of Berea College, has retired on account of age. Miss Corwin is succeeded by a Dr. Barrow who has worked for several years in the Yale University Library.

KATHERINE C. DWYRE, Simmons '31, will become order librarian of the Pennsylvania State College Library on February 7, 1934. At present Miss Dwyre is assistant cataloger.

FERN IDA GARRETT, Illinois '33, has recently accepted a position as reference assistant in the Extension Division of the Illinois State Library, Springfield, Ill.

LENORE M. GORDON, Wisconsin '32, was appointed assistant in the Cataloging Department, Cedar Rapids, Iowa, Public Library on November 1.

HELEN HAUCK, Western Reserve '33, is a cataloger in the Wittenberg College Library, Springfield, Ohio.

RICHARD G. HENSLEY, formerly with the Library of Congress and the New York Public Library, and for the past four years Assistant to the Director of the Boston Public Library, has recently been appointed assistant librarian and supervisor of Special Reference Departments of the Boston, Mass., Public Library.

VIRGINIA L. HOLLINGER, Wisconsin '33, was appointed to the staff of the Reference Department in the Toledo, Ohio, Public Library in November.

LOLA H. LAMPE, Illinois '33, has recently accepted a position of assistant in the Circulation Department of the State University of Iowa Library, Iowa City, Iowa.

LEONA A. OLSON, Wisconsin '33, was appointed librarian of the new library that is being organized in Gilbert, Minn., on November 1.

## For Exchange

Princeton University Library wishes to dispose of *Gentleman's Magazine*, volumes 11-20, 22, 24, 30, 32, 38-40, 49, 51-55, and 65, in exchange for other books. Lawrence Heyl.

# Advance Book Information

Including Books To Be Published Between February 15 And February 28, Based on Data Gathered From Publishers. Issued Semi-Monthly. Juveniles And Text Books Not Included.

Ar: Fine Arts    Bu: Business    Fi: Fiction    Po: Poetry    Sp: Sports  
Bi: Biography    Dr: Drama    Hi: History    Re: Religion    Tr: Travel  
Ec: Economics    Mu: Music    Sc: Science

ADAMIC, LOUIS

**NATIVE'S RETURN**

After fifteen years in America the author returned with his wife to Carniola in Jugoslavia. Tells their stories, describes their native dress and customs, and recounts the possibilities of this country of vital and fresh people. Author of *Laughing in the Jungle*. Harper, \$3.50. (2/1/34)

ADKINS, WILLARD E.

**GOLD AND YOUR MONEY**

Clear analysis of the present economic situation for the layman. Author is a member of the faculty of New York University. McBride, \$1.50. (2/15/34)

ALEXANDER, GRAND DUKE OF RUSSIA

**ONCE A GRAND DUKE**

Originally published in 1932 by Farrar & Rinehart. Garden City, \$1. (2/19/34)

ALLEN, HERVEY

**TOWARD THE FLAME**

Reissue of the author's war memoirs, first published in 1926. Story of almost continuous battle from 1917 to 1918. More than 60 drawings by Lyle Justis. By the author of *Anthony Adverse*. Farrar & Rinehart, \$2.50. (2/13/34)

ANTHONY, IRVIN

**RALEGH AND HIS WORLD**

Popular biography of this romantic Elizabethan figure. Based on considerable research. Author of *Deceatur and Down To The Sea In Ships*. Scribner, \$3.25 (2/34)

BALLEW, CHARLES

**COWPUNCHER**

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